DOCUMENT RESUME

ED 182 931 EC 123 147

AUTHOR Meyen, Edward L.; Altman, Reuben
TITLE Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Instructor's Manual for Module 12.0: Training/Materials and Media. Competencies 12.1 through 12.2.
INSTITUTION Missouri Univ., Columbia.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
BUREAU NO 351359
PUB DATE Apr 74
GRANT OEG-0-71-3675(603)
NOTE 251p.; Special Education Curriculum Training Center Special Project: For related documents, see EC 123 136-148, EC 062 832, and EC 061 491-492

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrator Education; Behavioral Objectives; Consultants; *Curriculum Development; Evaluation Criteria; Evaluation Methods; *Gifted; *Handicapped Children; *Instructional Materials; *Instructional Media; *Media Selection; Performance Based Teacher Education; Teaching Guides

ABSTRACT

Part 12 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on training teachers and administrators in the selection of materials and media. Two competencies are considered: (1) that a curriculum consultant should be capable of training teachers and administrators in the selection and evaluation of instructional materials and media, and (2) that a curriculum consultant should be capable of training teachers and administrators in the development of instructional materials and media. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the two competencies. (PHR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED182931

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 12.0 Training / Materials and Media

Competency 12.1 A curriculum consultant should be capable of training teachers and administrators in the selection and evaluation of instructional materials and media.

April 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC 123147

Project Staff

Edward L. Meyen, Project Director
Reuben Altman, Co-Director

University of Missouri-Columbia

Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase

II. Interim Report: Module Specification Phase

III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 12: Training / Materials and Media

MODULE ELEMENT SCOPE:

It is the intent of this module to prepare you to function as an instructor to teachers and administrators concerned with the use of instructional materials and media. The initial activities are designed to prepare you to train educators in the selection and evaluation of existing instructional materials and media. The second module element focuses on the transmission of procedures for the development of teacher-made materials, and the third on the implementation of instructional materials and media in curriculum areas.

MODULE SPECIFICATIONS:

Competency 12.1: A curriculum consultant should be capable of training teachers and administrators in the selection and evaluation of instructional materials and media.

Competency Components:

12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

12.1.2. To assist the trainee in developing strategies (i.e., newsletters, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

Date:	Reason:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross Refer
			12.1.1.1 The trainee will be able to assist teachers and administrators in identifying five journals which regularly disseminate information concerning instructional materials and media.	
			12.1.1.2 The trainee will be able to assist teachers and administrators in the utilization of the IMC-RMC network.	
			12.1.1.3 The trainee will be able to develop a current listing of commercial publishers concerned primarily with instructional materials and media relating to Special Education.	
			12.1.1.4 The trainee will be able to relate to teachers and administrators the procedures for obtaining instructional materials and media.	
			12.1.2.1 The trainee will be able to identify and describe (at least) five strategies which could be used to familiarize teachers and administrators with available Special Education instructional materials and media.	
			12.1.2.2 The trainee will be able to identify the resources needed to implement the various strategies for familiarizing teachers and administrators with available instructional materials and media.	
			12.1.2.3 The trainee will be able to select an appropriate strategy given specific situations and materials and media.	
			12.1.3.1 The trainee will be able to assess the needs of administrators and teachers to determine what knowledge they need relative to the evaluation of instructional materials and media.	
			12.1.3.2 The trainee will be able to select, organize and design programs and activities which meet the assessed needs of the professional personnel.	
			12.1.3.3 The trainee will be able to select examples of materials and media in the various curriculum areas (i.e., language arts, social studies, science, mathematics, health and physical education, practical arts and vocational education) for presentation to teachers and administrators.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)	Cross Refer
			12.1.3.4 The trainee will be able to outline a program for presentation on the evaluation of instructional materials and media and adapt it for large and small groups.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

12.1.1.1.A

12.1.1.2.B

12.1.1.3.A

12.1.1.3.B

12.1.1.4.A

12.1.1.4.B

12.1.2.1.A

12.1.2.1.B

12.1.2.3.A

12.1.3.1.A

12.1.3.1.B

12.1.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objectives:

12.1.1.1 The trainee will be able to assist teachers and administrators in identifying five journals which regularly disseminate information concerning instructional materials and media.

12.1.1.2 The trainee will be able to assist teachers and administrators in the utilization of the IMC-RMC network.

12.1.1.3 The trainee will be able to develop a current listing of commercial publishers concerned primarily with instructional materials and media relating to Special Education.

12.1.1.4 The trainee will be able to relate to teachers and administrators the procedures for obtaining instructional materials and media.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.1 The trainee will be able to assist teachers and administrators in identifying five journals which regularly disseminate information concerning instructional materials and media.

Enabling Activities	*Resources*	*Comments*
2.1.1.1 The amount of available knowledge in he world is doubling almost yearly. In he field of education, it requires contant vigilance to remain current. Within the field, few areas have received ore concentrated attention than instructional communications and technology. he division of audiovisual instruction, nd the materials and media which help omprise it, are in a constant state of lux as new, improved, or altered materials and media are added to the proliferation which already exists. The curiculum consultant must constantly add to is knowledge of existing media and adapt hat is now known and available to what as there before. It is essential that the curriculum onsultant for Special Education have a asic familiarity with the quantity of ommercial instructional materials and edia available. You will often be reponsible for presenting information on xisting materials and media, recommending appropriate materials and media, or ssisting in the evaluation of materials nd media for a specified situation. n each of these instances, knowledge ests within the curriculum consultant.		

Behavioral Objective Continued:

12.1.1.1. (continued)

The task of the curriculum consultant goes beyond being a dispenser of knowledge. You will need to be knowledgeable in the area of materials and media; you will also need to transmit what you know to those you serve. And, finally, you will perform a great service if you also develop self-reliance in the professional personnel you assist so that they can make progress toward their own independence, being both current and knowledgeable.

The activities for this component are designed to help you direct teachers and administrators to sources of information on existing instructional materials and media. Familiarity with sources such as these insure your currency in this area and enable you to encourage teachers and administrators toward independent professional growth.

12.1.1.1.A

The variety of new materials flooding the market is astonishing. In addition, new and innovative uses and adaptations of currently existing materials and media are constantly being made. It is important that you be aware of current practices and products and be watchful for information on new materials as they become available. Equally important is the assistance you give to teachers and administrators in identifying and utilizing periodicals to help in the selection and evaluation of appropriate materials and media.

12.1.1.1.A

Resource File 12.1.1.1.A

12.1.1.1.A (continued)

Journals, published anywhere from monthly to annually, are excellent sources of current information. In fact, periodicals contain three different potential sources of materials information:

1. Journal announcements of new products or evaluations of various media and materials.

2. Journal articles which deal with specific uses of materials or media.

3. Paid advertisements within the journals, purchased by commercial manufacturers to present or promote their products.

As a Special Education consultant you are probably most familiar with journals within your field--e.g., Exceptional Children, Journal of Learning Disabilities, Journal for Special Educators of the Mentally Retarded, Teaching Exceptional Children, etc. Go to Resource File 12.1.1.1.A where you will find two periodicals and study these journals, keeping in mind you are looking for information on materials and media. When you have finished a general review, return to the journals and identify and list by name and page, on an activity report form, at least one example of an advertisement, journal review, and journal article which deals with materials and media for each journal. Carefully review this work before you return to this activity.

12.1.1.1.A (continued)

Many of the materials and media used by Special Educators were not designed specifically for use with exceptional children. Therefore, many of the journals in the fields of general education and instructional technology will contain much information on products and processes which could be used or adapted for use by Special Educators.

Go to the library and develop a list of journals outside the field of Special Education which might be useful in obtaining information on materials and media. Select the five best journals and defend your selection.

12.1.1.1.B

In the preceding activity you were given two tasks to complete. In the first task, the material to be reviewed was selected for you, and the task and procedure were clearly defined. In the second, the material selection was only made in general terms, the procedure you were to follow (e.g., use the Serials Catalog to identify) was not mentioned, and the criteria for your selections was not given.

These two assignments follow, somewhat roughly to be sure, an expository approach, or might be called examples of inductive and deductive teaching. Both methods

12.1.1.1.B

1. Film - Inductive Teaching. University of Iowa - Available through the Special Education IMC - University of Missouri, Columbia.

2. Gerlach, Vernon S., and Ely, Donald P. Teaching and Media: A Systematic Approach. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971, pp. 15-17.

12.1.1.1.B (continued)

have advantages and disadvantages and each is most appropriate in different situations.

If you are not familiar with inductive and deductive teaching, the Resource File lists a film which quickly explains both. Use this source and any others you find necessary, to complete the following activity:

Assume you are the curriculum consultant for Special Education in the Franklin School District. You wish to acquaint the Special Education teachers with the various journals, both within the field of Special Education and in the fields of general education and educational communications and technology. Your hope is that exposure to journals will encourage professional personnel to use them in their selection and use of materials and media.

Describe a situation in which you might use an inductive teaching approach and a situation in which you could employ a deductive teaching approach to acquaint the teachers and administrators you serve with periodical as sources of information on materials and media. After you have established situations for each approach, explain in no more than one paragraph the reason you selected each approach. Also include what means you plan to use to evaluate the effectiveness of your programs.

12.1.1.1.B (continued)

have advantages and disadvantages and each is most appropriate in different situations.

If you are not familiar with inductive and deductive teaching, the Resource File lists a film which quickly explains both. Use this source and any others you find necessary, to complete the following activity:

Assume you are the curriculum consultant for Special Education in the Franklin School District. You wish to acquaint the Special Education teachers with the various journals, both within the field of Special Education and in the fields of general education and educational communications and technology. Your hope is that exposure to journals will encourage professional personnel to use them in their selection and use of materials and media.

Describe a situation in which you might use an inductive teaching approach and a situation in which you could employ a deductive teaching approach to acquaint the teachers and administrators you serve with periodical as sources of information on materials and media. After you have established situations for each approach, explain in no more than one paragraph the reason you selected each approach. Also include what means you plan to use to evaluate the effectiveness of your programs.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.1 The trainee will be able to assist teachers and administrators in identifying five journals which regularly disseminate information concerning instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.1.1.A	Journals provide both the curriculum consultant and the teachers and administrators he works with a valuable source of information on media and materials which can be used in Special Education classrooms. It is important that the curriculum consultant be familiar with several different journals in order to incorporate current data on new products and practices with his existing knowledge in this area. Several potential sources of current information are contained in most journals--announcements of new products, evaluations of products or materials, articles on media selection, evaluation, or utilization, and advertisements. The purpose of this activity is to direct the trainee to journals within the fields of Special Education and general education and education communications and technology so that they may recognize the contribution of magazines as information transmitters. The activity is actually divided into two tasks: the first task is to study the two journals contained in Resource File 12.1.1.1.A and list one example of an advertisement, a review, and an article which deals with materials and media. The following are guides for you to use in grading: Summer, 1971. Exceptional Children. Advertisements - throughout Articles - Both "Encouragement of Sensory Motor Development in the Preschool Blind" (pp. 739-741) and "Programmed and Traditional Procedures in the Auditory Discrimination Phase of Articulatory Rehabilitation" (pp. 752-754) deal with media Review - Media Reviews (pp. 771-774) deals with the film Project S.P.O.T. and the book Brain-Damaged Children. Spring, 1972. Teaching Exceptional Children. Advertisements - p. 151 - back cover Articles - "Papercrafts & Mobiles" (pp. 135-141) "Cars Motivate Nonreaders? Of Course!" (pp. 143-144) Review: Teacher's Theatre - Review of the films "Parent Education in Heidelberg" and "Curious Alice" Off the Shelf: Spell/Write, Ready Set Read, Auditory Perception Skills, Series II, Visual Perception, new instructional materials presented. The second part of this activity is to identify several journals in the fields of general eduction and educational communications and technology which would be useful. The number of these is vast; the trainee's list might include: Instructor Grade Teacher

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.1 The trainee will be able to assist teachers and administrators in identifying five journals which regularly disseminate information concerning instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.1.1.A (continued)	Education Today Education School and Community Nation's School Educational Technology Audiovisual Instruction Materials and Media Education Screen and AV Guide From his list the trainee is to select and defend his choice of the five best journals. Your evaluation of the trainee's selection should be based upon his appraisal of the magazine's potential in the three areas of information giving--advertisements, articles and reviews--with an awareness of the importance of quality as well as quantity.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.1 The trainee will be able to assist teachers and administrators in identifying five journals which regularly disseminate information concerning instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.1.1.B	The goal of this module is to assist curriculum consultants in their task of training others to select, develop, and use instructional materials and media. To do this the trainee must know not only the content he is to transmit but also the best method to use in communicating the information to those he serves. In establishing a systematic approach to the problem of teacher training, one of the first decisions is the selection of approach. Therefore, this activity is designed to help the trainee think about and use the two different approaches, expository and inquiry. This activity describes an objective any trainee might have--that special education teachers be familiar with journals within the fields of special education, general education, and educational communications and technology to aid them in their selection and development of materials and media. The trainee is asked to describe two situations, one using the espository approach and one, the inquiry approach. Each situation described will vary with each trainee. However, the trainee's description should clearly indicate his awareness of the chief distinction between the two--the amount and kind of authority participation--with expository approach placing the authority figure in the role of presenter of information, whether through lecture, AV aids, or discussion leading to predetermined goals; inquiry mode with authority assuming the role of facilitator of experience and manipulator of conditions, allowing the learner to advance on his own. The rationale the trainee gives for selecting each is as important as the choice of approach. Some criteria might include: time involved, both for teacher and presenter, attitude toward material developed through the different approaches, personal relationship between learner and presenter; most important is the ability of the approach to reach the objective in the best and most efficient way possible.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.2 The trainee will be able to assist teachers and administrators in the utilization of the IMC-RMC network.

Enabling Activities	*Resources*	*Comments*
12.1.1.2.A Many services are available to educators who work with special children through the Instructional Materials Center Network - a federation of regional Instructional Materials Centers and satellite or associate centers functioning within each region. The goals of the network evolved early in its development when it became clear that centers would have to offer services which would go beyond the traditional role of centers being libraries of materials available for loan. If the centers were to be of maximum assistance to special educators, a greater range of services were necessary. Therefore, from the beginning, the general goals of the network were service oriented. Included, in addition to lending, were a search and retrieval function, an evaluation responsibility, a materials demonstration and display capability, information publication and dissemination, consultive services, conferences, institutes and in-service training programs, materials development and design, and research design assistance. Individual centers within the network emphasize specific services and all	12.1.1.2.A 1. Aserlind, L. "A review of services offered through the IMC Network." Exceptional Children, 35 (1968), pp. 267-275. 2. Aserlind, L. "The Special Education IMC/RMC Network." Educational Technology, 10 (1970), pp. 32-39. 3. Atlman, Reuben. Module 3.1 Behavioral Objective 3.1.1.2, Activities A-F. 4. McElmurry, Judy. "An Introduction to IMC." Slide-script - available through the IMC-UMC. 5. "An Introduction to the IMC Network." Workshop developed by the University of Kansas IMC and available through the IMC-UMC.	12.1.1.2.A The effectiveness of each method implies some criteria having been established for judgment--for example, the amount of learner satisfaction, rention of information, etc. It might help you to list your criteria before you begin your evaluation.

12.1.1.2.A (continued)

If you are not already familiar with the IMC/RMC network, two general overview articles are listed in the Resource Section (#1 and #2). Read these.

As curriculum consultant your task in assisting interested personnel in the use of the IMC/RMC network becomes one of deciding what the learner needs to know, and how to best help him reach the objectives. Three different solutions to this problem are given you in the Resource Section of this activity. The first (#3) is a form you are familiar with: the self instruction module, this behavioral objective being "The trainee will be able to demonstrate effective utilization of the special education IMC-RMC Network for gaining information (e.g., newsletters, lists of materials holdings, publishers' files) pertaining to available instructional materials." The second alternative given (#4) is the lecture-demonstration. This alternative is the one used by the director of the IMC on the University of Missouri-Columbia campus and was developed by her for presentation to teacher in-service training meetings. The third is the workshop, "An Introduction to the IMC Network," (5) developed by and available through the University of Kansas regional Instructional Materials Center.

Reveiw these materials to complete the following activity:

12.1.1.2.A (continued)

1. List the behavioral objective(s) for each presentation.

2. Identify the target audience for each presentation.

3. Evaluate how well the strategy employed satisfies the goal(s) of the presentation for each of the three examples.

4. Determine for each example if one of the other methods of presentation discussed might have been more effective (i.e., if trainees would have met their objective(s) more quickly, easily, satisfactorily, through a lecture-demonstration).

5. Return your activity to your advisor for evaluation.

12.1.1.2.B

In any field, the most successful executive is the one who can, if possible, prevent problems from occurring, or efficiently and effectively handle problems as they arise. The ability to find effective solutions often lies in the ability to foresee and forestall problems. If this cannot be done, the procedure is to analyze the cause of the problem, develop several alternate solutions, develop criteria by which to judge the solutions, decide upon the best solution, and act upon the decision. The complexity of the problem generally

12.1.1.2.B

Resource File 12.1.1.2.B

12.1.1.2.B (continued)

determines how complicated each phase will be, but from simple to easy the procedure is about the same.

Resource File 12.1.1.2.B contains several letters related to the Special Education IMC received by a curriculum consultant within a one-week period. After you have read them you are to complete the following activity:

1. Each letter represents a "problem" for the curriculum consultant. Decide which problems could have been foreseen, and what measures could have been taken to prevent the problem(s) you isolated from occurring.

2. Since each problem now exists, develop several alternative solutions for each problem.

3. Develop a set of criteria which you could use to evaluate the solutions. Remember to consider as many aspects as you can find that are relevant (i.e., amount of time necessary to prepare the solution, cost of solution, amount of personal time required, etc.).

4. Decide upon the best solution for each problem and explain briefly (one paragraph) your selection.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.2 The trainee will be able to assist teachers and administrators in the utilization of the IMC-RMC network.

Activity No. 12.1.1.2.A

Evaluation Criteria

The potential contribution to the classroom special education teacher of the IMC-RMC network is great. This activity serves two purposes: it provides the trainee information on the network and demonstrates three strategies which he could use to assist others in the use of the IMC-RMC system.

The trainee is asked, specifically, to complete the following tasks.

1. List the behavioral objective(s) for each presentation.
2. Identify the target audience for each presentation.
3. Evaluate how well the strategy employed satisfies the goal(s) given for each example.
4. Determine effectiveness of each and suggest an alternative.

In addition, in the comments section, it is suggested that the evaluation (#3) include criteria. The trainee who writes the criteria will also probably reassess the objective(s) which could provide further insights into this process.

1. The following behavioral objectives, in some form, should be cited by the trainee:

Module	UMC	KU
1. The trainee will be able to demonstrate effective utilization of the special education IMC-RMC Network for gaining information (e.g., newsletters, list of materials holdings, publishers' files) pertaining to available instructional materials.	1. The viewer will become familiar with the history of the IMC concept. 2. The viewer will become familiar with the purpose of the IMC network. 3. The viewer will become familiar with the services available through the UMC-IMC	

2. Target audience

Module	UMC	KU
1. Graduate stu-	1. Teachers in the	1. Teachers and

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.2 The trainee will be able to assist teachers and administrators in the utilization of the IMC-RMC network.

Activity No.	*Evaluation Criteria*
12.1.1.2.A (continued)	dents - background in education, special education, and/or media field - limited time, motivation. other professional educators - Time necessary

3. Evaluation

Some possible criteria for evaluation:

1. Provision(s) made for individual differences in learning styles and speeds.
2. Appropriateness of strategy for objective(s).
3. Learner retention on post and delayed post indicate high (some, no) degree of retention.
4. Degree of learner participation, involvement, commitment.
5. Suitability of strategy, techniques, and materials for target audience.
6. Techniques most appropriate for strategy, content, and audience.
7. Appropriate use of time, space, and resources to reach objectives.

The trainee should see different strategies were used to meet types of objectives (to familiarize, to demonstrate, to utilize) for different target audiences. Since this attempt was made--to match strategy and technique to audience and objective--the evaluation phase questions if the strategy chosen was the best, or one of the best, in this situation. The answer will vary for each trainee, but should be based upon the application of stated criteria to each situation.

4. Finally, the trainee is asked to reevaluate each situation, on the basis of his own evaluation and feedback, and decide if another strategy (i.e., inductive approach) or use of resources would work as well or better in each sitution. Again, each conclusion may be different but should demonstrate the trainee's awareness of the potential contribution of the different strategies to the learner and the teaching/learning situation.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.2 The trainee will be able to assist teachers and administrators in the utilization of the IMC-RMC network.

Activity No.	*Evaluation Criteria*
12.1.1.2.B	The curriculum consultant often acts on an administrative level and needs the same skills any successful executive must have. This activity deals with one necessary skill--the ability to foresee and forestall problem situations as much as possible and/or to cope with problems as they arise. The following procedure is given the trainee to help him in both phases of problem management: 1. Verbalize the problem as exactly as possible. 2. Analyze the cause(s) of the problem. 3. Develop several possible alternate solutions. 4. Develop criteria by which to judge solutions. 5. Decide upon the best solution. 6. Act upon the decision. The Resource File contians four pieces of correspondence which a curriculum consultant might receive in a short time. The trainee is required to submit each to the following treatments: 1. Determine if the problem could have been foreseen and prevented. 2. Develop several alternative solutions for each problem. 3. Develop a set of criteria which could be used to evaluate the solutions. 4. Decide upon the best solution and explain the selection. The same process is to be followed for each and each is to be evaluated by the instructor in the same way. To be satisfactory, all four problems must be submitted to each treatment; in addition, the trainee's solutions should be practical, possible, and even imaginative. A sample follows. Problem #1 1. The problem here is relatively simple--teachers within the regular classroom system have found out about the Special Education Instructional Materials Center and are interested in identifying what contributions the center can make in their own instructional environ-

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.2 The trainee will be able to assist teachers and administrators in the utilization of the IMC-RMC network.

Activity No.	*Evaluation Criteria*
12.1.1.2.B (continued)	ment. The requests for information on the center have been made at the superintendent's office rather than at the center, to the media director, or to the curriculum consultant for special education. It would appear, therefore, that the basic problem here is a lack of communication between the service people in Special Education, i.e., the curriculum consultant and the SEIMC director, and the regular classroom teachers. The lack of communication between special educators and regular classroom teachers could have been recognized and avoided by the curriculum consultant. Many of the services of the curriculum consultant for special education extend to teachers in regular classrooms for they do the necessary sereening and testing of all children, make referrals, and often have handicapped children in their classrooms at least part time. Furthermore, the trend is toward more interaction and less isolation of special students, so that a good working relationship between regular teachers and special education personnel is increasingly important. This problem could have been foreseen by the curriculum consultant and any distrust, envy, or suspicion alleviated before it started by any and/or all of the following measures: 1. Invitation to all teachers to visit the SEIMC. 2. Open house at the SEIMC to acquaint teachers and personnel with the services available through the center. 3. Personal contact at regular faculty meetings with all teachers by curriculum consultant and SEIMC director. 4. Individual contact with as many teachers as possible as early in the school year as possible by the curriculum consultant. 5. Media campaign (i.e., bulletin boards, displays, memos, handouts) on the SEIMC system and services. 2. Since the problem of a lack of communication now exists, and other problems such as distrust, annoyance, envy, etc., may have arisen, the following solutions might be considered as a means of alleviating the problem: 1. Call a meeting of all teachers to explain the SEIMC and its services. 2. Conduct an open house in the SEIMC and invite all teachers to tour and become familiar with the facility.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.2 The trainee will be able to assist teachers and administrators in the utilization of the IMC-RMC network.

Activity No.	*Evaluation Criteria*
12.1.1.2.B (continued)	3. Use the regular faculty meeting to present a brief but well developed slide-tape presentation on the SEIMC. 4. Develop a handout to be circulated among faculty members which describes the SEIMC. 5. Plan to visit personally all the teachers who have been to see the superintendent. 6. Plan a program of information giving strategies to be presented throughout the year. 3. Criteria to judge solutions: 1. Amount of time elapsed before the problem is resolved. 2. Ability of proposed solutions to solve the problem--both immediately and permanently. 3. Cost (if any) of implementing the proposed solutions. 4. Time cost required to prepare and implement proposed solution. 5. Feasibility of proposed solutions (can they be accomplished?). 6. Accountability of proposed solution (is the time, effort and cost of the solution worth the result obtained?). 4. I have decided, given the problem as stated and analyzed, that the best solution to this problem is to hold an open house at the SEIMC and invite all the teachers in the system to attend. This would allow those who are interested, and those who have expressed their interest, to come, but would not force the participation of those who are not interested. Teachers would also meet both the curriculum consultant and the SEIMC director on an informal, friendly basis and this would be a first step in establishing communication between them. The real situation, since it is possible in this instance, is preferable to a simulated experience where eventually the teacher would still have to visit the center. The amount of preparation time to implement this solution is negligible and so an immediate solution is possible. The facilities and personnel necessary to carry out this solution already exist, and the time and effort necessary should certainly be justified by the results. While this solution offers an immediate answer to the problem, it does not meet the criteria of a permanent solution--for open lines of communication must be established and cultivated to be effective. This solution should be recognized as an initial step in a program of cooperation.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.3 The trainee will be able to develop a current listing of commercial publishers concerned primarily with instructional materials and media relating to Special Education.

Enabling Activities	*Resources*	*Comments*
12.1.1.3 The selection of instructional materials by teachers and administrators is far too often a matter of chance and not choice. In other words, far too many educators are forced to use the materials which are available or with which they are familiar because they lack knowledge of the full range of instructional materials and media available. It is not enough for the Special Educator to use a few favorite materials to meet all educational objectives. In this day of accountability he must have the best materials to use in bringing learners to meet behavioral objectives. This means a knowledge of a number of materials as the need arises. For you as curriculum consultant this means several things: you are responsible for assisting educators in locating and using sources of information on commercially produced materials; you are responsible for assisting in locating commercially produced materials to be used in the local development, adaptation, and/or production of materials, and you are responsible for assisting those you serve in developing their own means of systematizing and storing this		

12.1.1.3.(continued)

information so that they have the data available to them when they need it.

The activities that follow are designed to help you in locating and organizing information on instructional materials. Within the activities you will develop strategies to help you assist teachers and other personnel in their identification and use of sources of information.

12.1.1.3.A

The IMC/RMC Network, through several different sources, offers the curriculum consultant a diversified approach to the problem of gathering information on available instructional materials. The curriculum consultant, in turn, offers the IMC/RMC Network to those he serves as a potential source of helpful information. To be used effectively, personnel must be able to utilize all the services of the center. The curriculum consultant must assit those he serves in fully utilizing the services of the centers.

A valuable guide to products and instructional materials available to Special Educators was developed by the Office of the Special Education I.M.C./R.M.C. Network. The Center-Developed Products Listing was compiled and produced to help individuals locate products which have been developed with the Network. Each product entry includes a brief annotation as well as a code that designates its stage of

12.1.1.3.A

1. Local or regional IMC

2. Resource File 12.1.1.3.A

12.1.1.3.A (continued)

availability, a description of the product type (i.e., tape, test, chart, etc.), a description of the intended recipient, a description of the disability area, a description of the instructional level, and a location key. The use of this listing may help save you from developing products which already exist or aid you in obtaining appropriate materials for yourself or others.

Many libraries and resource centers maintain excellent files on materials available through commercial producers. Certainly no educator concerned with handicapped children would underestimate the value of the publishers' files found in the Special Education Instructional Materials Center. These files identify by name and address the commercial producers of instructional materials, as well as the catalogues and/or brochures produced by the companies to promote their products. You can expect these files to contain a record of current materials as well as supply information on new materials as they become available.

Bibliographies of instructional materials that are available from commercial producers are often compiled by the larger Regional Centers. In these bibliographies, materials are listed by specific academic area and/or specified learning deficits. These bibliographies, available through regional or local centers, provide

12.1.1.3.A (continued)

information on commercial materials and media designed for or adapted for use by special children. You should be familiar with these bibliographies and encourage those with whom you work to use them.

Service is a function of the Instructional Materials Center. This includes consultive service by qualified personnel. Special educators in need of help on instructional materials problems have at their disposal the director of the local resource center who is, in turn, supported by qualified personnel at all the regional centers. An array of experts is available when necessary.

Materials are available through Instructional Materials Centers for use by educators. In addition, the centers are committed to a program of materials evaluation. These evaluations should also be available through the local and regional centers.

The full range of services provided by the Instructional Materials Center makes a tremendous contribution to educators concerned with Special Education. The curriculum consultant is responsible for acquainting Special Education teachers, supervisors, and administrative personnel with the services of the IMC Network.

12.1.1.3.A (continued)

Resource File 12.1.1.3.A contains a pamphlet used by the University of Missouri Instructional Materials Center to acquaint users with the center. Adapt or modify this communication, or develop another more suitable, to acquaint users with the sources of information pertaining to available instructional materials available through this center. Make sure your communication is sufficiently detailed to provide the necessary information so that the user may be self-directed.

Test your communication. Give it to someone who is unfamiliar with the center, ask them to locate each source and record the first entry in each. Silently watch your subject and record your observations; use your observations and the recordings of the subject to evaluate your communication. If necessary, revise your work in view of the trial run.

Submit the entire activity(original communication, observation, subject's records, your evaluation, revised communication, if necessary) to SECTraC advisor.

12.1.1.3.B

Many of the instructional materials used by Special Education classroom teachers were not produced commercially specifically for handicapped children. Recent years have seen

12.1.1.3.B

Resource File 12.1.1.3.B

12.1.1.3.B (continued)

a great influx of materials produce for children with special needs; however, many academic areas still lack instructional materials designed for the special child. Teachers who are responsible for these children need to know how to adapt and/or develop materials and media to create instructional materials designed to meet the special needs of handicapped children in reaching educational goals. Therefore, a knowledge of the sources of materials developed for use in Special Education is not enough; the Special Educator must be aware of sources of information in both the area of general education and the area of educational material development. Your job as a curriculum consultant includes assisting Special Education teachers in identifying publishers and sources of information on instructional materials and material development.

One of the most comprehensive sources of information on instructional materials in all media is the Learning Directory. Printed originally in six volumes, with annual supplements, this source book published by the Westinghous Learning Corporation, includes a user's guide, a source index. Originally developed to provide instructional materials for 10,000 detailed learning objectives divided into academic areas and grade level, the 1972-1973 supplement indexed 24,000 distinct items and classified them in 75,000 entries under

12.1.1.3.B (continued)

28,000 different topics. The Key to Using the Learning Directory is included in Resource File 12.1.1.3.B

The National Information Center for Educational Media (NICEM), located at the University of Southern California, publishes and regularly updates ten indexes in the following specialized areas:

1. Index to Educational Records
2. Index to 16mm Films
3. Index to 35mm Films
4. Index to Educational Audio Tapes
5. Index to Educational Video Tapes
6. Index to 8mm Cartridges
7. Index to Producers and Distributors
8. Index to Ecology - Multi-Media
9. Index to Educational Overhead Transparencies
10. Index to Black History and Studies

While these are two of the major resources available there are several other excellent sources of information regarding instructional materials. Resource File 12.1.1.3.B contains a list of these sources. You are to examine and study each of the sources listed for you. Once you become familiar with them, write a brief review of each, listing the strengths, weaknesses, and possible contributions and uses each makes. Compile your notes into a formal communiqué (i.e., handout, pamphlet, illustrated brochure, etc.) which you could use to acquaint Special Education teachers with sources

12.1.1.3.B (continued)

of information on instructional materials and media.

12.1.1.3.C

Recent years have seen a growing awareness among educators for the need to systematize instruction. The classroom teachers, particularly the Special Education teacher, who attempts to individualize instruction and meet the special needs of each student, must have a plan for teaching/learning and have the necessary materials and media to help pupils reach the planned objectives. To do this, it is necessary for everyone to know not only the materials, and/or the sources of information on materials, but also to have that information organized and available for immediate reference.

You, as curriculum consultant, can offer a great service to teachers by assisting them in developing and using a system for cataloging and storing information on the materials and media that they can use in their instruction.

Just as comedians have joke files, doctors have medical records, and cooks have recipe books, teachers should have reference files on materials and media. Individual Special Education teachers may find different formats (i.e., 3 x 5 card, file folder, notebook) more efficient. However, each entry should include as much of the following information

12.1.1.3.C

1. Library

12.1.1.3.C (continued)

as possible and as necessary:

Material	Equipment
1. Author's name	1. Producer's name
2. Name of material	2. Producer's name
3. Publisher's name	3. Exact name of piece of equipment, including model number
4. Publisher's address	4. Price of machine
5. Date of production	5. Local distributor and/or repair service
6. Type of material (i.e., 16mm film, tape, etc.)	6. Intended use of machine
7. Equipment needed to implement material (i.e., language master.)	7. Other innovative uses of machine
8. Name of local distributor/ repair service	8. Directions for operation.
9. Description of material a. B&W or color	9. Materials needed to operate machine

12.1.1.3.C (continued)

b. silent or sound
c. length of presentation
d. size of material

10. Intended audience level (i.e., primary)

11. Academic area

12. Area of handicap

13. Cost of materials

14. Possible uses for material

15. Evaluation of material

10. Evaluation and recommendations on machine

Libraries cross-reference books by (1) author, (2) title, and (3) subject. A similar division would be most helpful for the Special Education teacher's file with the addition of (4) learning handicap identified. The Duplicating Masters for "We Discover More and More" - Structural Reading Program - might be cross-referenced and filed in the following ways:

1. Gould, Toni S., and Kathleen Teague. We Discover More and More - Structural Reading Program Duplicating Masters.

12.1.1.3.C (continued)

2. "We Discover More and More" - Gould Toni S. and Kathleen Teague. Duplicating Masters.

3. Reading. Structured Reading Program.

4. EMR. "We Discover More and More." Duplicating Masters - May be adapted for EMR.

Standard entry forms are available for recording and cataloging books; a trip to the library's card catalogue will illustrate this for you. Less readily available is a systems which standardizes entries for other audio-visual materials, i.e., cassette tape recordings, charts, etc. A system developed by an individual for his own private use needs most to be internally consistent; the individual's entries may or may not conform to standard forms but should agree with all similar entries in his system.

Your job will be to assist teachers in developing a system of recording and cataloging information on materials and media. Each system may be different or may subscribe to standard forms depending upon the preferences and needs of the individual teacher. However, the curriculum consultant may provide direction by demonstrating alternative systems for teachers and noting the advantages and disadvantages of following standard forms and individual forms.

Behavioral Objective . Continued:

12.1.1.3.C (continued)

Therefore, your assignment for this activity is to:

1. Develop examples of entries used in the library to catalogue print materials.

2. Develop examples of a system for recording entries of print which is based upon that used in the library but is adopted for use by the Special Education classroom teacher.

3. Develop examples of a system for recording entries of print materials which follows no standard form but could be used successfully by the Special Education classroom teacher.

4. Develop examples of at least two entries suggested in the literature for recording and cataloging non-print materials. Indicate your source.

5. Develop examples for an original system for recording entries on non-print materials and media which could be used by Special Education Classroom teachers.

6. Develop a list of the advantages and disadvantages of each system developed.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.3 The trainee will be able to assist teachers in developing and using a system of cataloging and storing information on commercial publishers and publications concerned primarily with instructional materials and media relating to Special Education.

Activity No.	*Evaluation Criteria*
12.1.1.3.A	Necessary information on sources of information and services performed by SEIMC's are given the trainee within the Enabling Activity section for 12.1.1.3.A. Identified and discussed are the following: 1. Center-Developed Products Listing 2. Publishers' Files 3. Bibliographies compiled by the centers 4. Consultive services 5. Materials lending 6. Evaluations of materials To help the trainee in his guidance of others in the use of the SEIMC, he is given the task of developing a communication (pamphlet) which can be used to acquaint users with the sources of information on instructional materials available through the UMC-SEIMC, or a similar center. (The existing pamphlet from the UMC-SEIMC is given.) The trainee's pamphlet should include references to all the sources identified within the activity as the basic minimum; in addition, clear directions on the location, and rules and regulations governing use should be given. Any additional explanation and clarifications are good. This activity should be self-evaluative, for the trainee is told to test his own communication by giving it to another person and observing that "trial" run. The record of his observations, plus the necessary revisions made after the field test, are all to be given to the instructor. You may judge from the original pamphlet, the record of the field test, and the adjustments, how well the trainee can utilize this type of strategy--both written communiqués designed to give information, and the ability to analyze and correct one's own work--to determine satisfactory performance or to detect an area which needs remedial help.
12.1.1.3.B	When the trainee has completed this activity he should have two things: an annotated listing of sources of information on materials and media, and experience in preparing this type of communiqué so that he can select and use it as an alternative strategy. The listings for this assignment are given the trainee; he is to review each, listing the strengths and weaknesses, possible contributions and uses he observes. Reactions and evaluations will vary somewhat with each trainee; to complete this activity satisfactorily, the trainee's communiqué must review each source.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.3 The trainee will be able to assist teachers in developing and using a system of cataloging and storing information on commercial publishers and publications concerned primarily with instructional materials and media relating to Special Education.

Activity No.	*Evaluation Criteria*
12.1.1.3.C	Teachers need not only an awareness of sources of information on materials and media but also a means of recording and storing worthwhile information so that it is available for immediate reference when necessary. One of the valuable services a curriculum consultant can perform is to assist teachers in developing a workable system which organizes their information on materials and media. This activity, in addition to presenting content on record keeping, also gives the trainee experience in preparing demonstration materials, and should provide some insight into demonstration as a strategy to be used in training. The more complete a reference file entry is, the more helpful it is likely to be. Possible information to be included for entries on materials and equipment are given the trainee. He is asked to prepare: 1. Examples of entries as used in the library to catalogue print materials. The examples should follow this approximate format: Main entry (author card) 598.2 Watson, Howard James, 1910- W338 Birds of the United States, illustrated by Frank Martin. 2nd ed. New York, Nature Publishers, c. 1960. xii, 297 p. col. illus., maps. Subject card 598.2 Birds - U.S. W338 Watson, Howard James, 1910- Birds of the United States, illustrated by Frank Martin. 2nd ed. New York, Nature Publishers, c. 1960.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.3 The trainee will be able to assist teachers in developing and using a system of cataloging and storing information on commercial publishers and publications concerned primarily with instructional materials and media relating to Special Education.

Activity No.	*Evaluation Criteria*
12.1.1.3.C (continued)	

598.2 Birds of United States

W338 Watson, Howard James, 1910-

Title card

Birds of the United States, illustrated by Frank Martin, 2nd ed. New York, Nature Publishers, c. 1960.

2. Individual adaptations of the standard form used in #1 above may vary with each trainee. However, the adaptations should be practical and make a contribution to the usefulness of the entry; change for change sake is not acceptable. One type of adaptation might be an evaluative notation:

598.2 Watson, Howard James, 1910-

W338 Birds of the United States, illustrated by Frank Martin. 2nd ed. New York, Nature Publishers, C. 1960.

Written text too difficult for EMR - illustrations of style and quality that project very well on opaque projector.

or the adaptation might be classifying a school curriculum academic area:

SCIENCE - NATURE STUDY

598.2 Watson, Howard James, 1910-

W388 Birds of the United States, illustrated by Frank Martin. 2nd ed.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.3 The trainee will be able to assist teachers in developing and using a system of cataloging and storing information on commercial publishers and publications concerned primarily with instructional materials and media relating to Special Education.

Activity No.	*Evaluation Criteria*
12.1.1.3.C (continued)	New York, Nature Publishers, c. 1960. 3. While #1 and #2 follow an established format, the Special Education teacher may find it more helpful to develop a system totally unique to his own style, classroom, or educational approach. For example, a teacher of EMR children may wish to catalog print materials by their probable classroom use--i.e., seatwork (on birds), display materials (on birds), etc. Or the teacher may find that a system of cataloging which identifies materials, mneumonic materials, review materials. Or print materials may be cataloged according to their suitability for Special children--i.e., Books for EMR, TMR, ED, etc. 4. The influx of new materials and media has required that new cataloging rules and procedures be established. The basic reverence is Standards for Cataloging Nonprint Materials (rev. ed.), Association for Educational Communications and Technology, Washington, 1971. Two samples follow: Julius Caesar by William Shakespeare (Filmstrip) Educational Audio Visual, 1964. 38 fr. color. 35mm. With teacher's guide and description of frames. Credits: Photographs, Dick Land Summary: Pictures highlights of play using photographs of an actual production I. Shakespeare, William, 1564-1616. Julius Caesar II. Educational Audio Visual, Inc. 822.3 Reading for Understanding (Kit) Science Research Associates, 1958.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.3 The trainee will be able to assist teachers in de ing and using a system of cataloging and storing information on commercial publishers and publications concerned primarily with instructional materials and media relating to Special Education.

Activity No.	*Evaluation Criteria*
12.1.1.3.C (continued)	400 lesson cards (arranged in 100 steps of reading difficulty, with 4 lessons at each level), 40 answer key booklets, 1 student record book, 1 teacher's handbook, 1 placement test. In box 18 X 25 X 19 cm. Individualized program of instruction for the improvement of reading for understanding. Developed by Thelma Thurstone for use in 5th grade through high school. I. Reading (elementary)--Programmed Instruction I. Thurstone, Thelma Guinn. II. Science Research Associates. LB1573 372.41 5. Any adaptation here is acceptable. 6. The obvious advantage of using the standard form is that cards and references are interchangeable. Chief advantage of an individualized form is that it meets the needs of the specific teacher more completely.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.4 The trainee will be able to relate to teachers and administrators the procedures for obtaining instructional materials and media.

Enabling Activities	*Resources*	*Comments*
12.1.1.4.A Many problems require equal input between curriculum consultant and client to reach satisfactory solutions. Fortunately, other problems, such as the procedures for obtaining instructional materials from publishers, are relatively simple; interested personnel generally need only suitable guidelines to follow. Once you have found or developed a satisfactory procedure to use in requesting materials, teachers may use it at their own discretion. Requests for materials are of several types--one is for the purchase of a stipulated item, another is for review with purchase pending, or materials can be rented or borrowed from sources outside the school system. Both curriculum consultants and teachers will find it necessary to obtain instructional materials; following the best procedure is the best insurance that the materials, as ordered, will arrive quickly and correctly. The essential elements in ordering materials, whether for free loan, rental, or purchase, include the following: Selection of material from known available source.	12.1.1.4.A 1. Resource File 12.1.1.4.A 2. Erickson, C. Administering Instructional Media Programs. New York: Macmillan, 1968, pp. 69-82. 3. Brown, J.W., and K.D. Norberg. Administering Educational Media. New York: McGraw-Hill Book Co., 1965, pp. 78-79.	

12.1.1.4.A (continued)

2. Completion of an easy-to-use order sheet--preferably used in conjunction with a calendar for exact dates if needed--to be used by the personnel requesting the material.

3. Completion, either by business office or requesting personnel, of a form letter devised to suit local ordering conditions--requisition form to accompany or replace if advisable.

4. Completion, upon receipt of the ordered material, of the inventory card file indicating purchase (or order) date, date of receipt, description of content, producer, production date, distributor, identifying number or catalog of item.

5. Return, if appropriate, of material as agreed upon.

6. Evaluation and recommendation for materials--recording of materials for card catalog source file.

Resource File 12.1.1.4.A contains several different types of requisition forms. Many of these forms are multiple-copy forms providing a check for both the accounting office, the ordering department, and the supplier. All of these forms contain much information--some more and some less appropriate or necessary for local school use. In addition, a sample ledger sheet of materials ordered

12.1.1.4.A (continued)

and received, and sample cards recording the rental or purchase of media are included.

Your task is to develop a form for each of the steps discussed; specifically:

1. An order sheet to be used by a teacher or curriculum consultant requesting the purchase of a specific material.

2. A requisition order sheet for use by the local personnel requesting the rental or loan of a specific material.

3. A form letter and/ or requisition blank to be used to officially order requested material from producer or distributor meeting all necessary ordering conditions.

4. An inventory card file form.

12.1.1.4.B

Educators often become aware of new materials through conferences, discussions, or reviews in periodicals. Few administrators suggest purchase without first-hand evaluation of materials. Most producers are generous about allowing interested personnel a period to evaluate a material prior to purchasing that material for school use. You should take full advantage of this service and encourage others to use it.

12.1.1.4.B

Resource File 12.1.1.4.B

12.1.1.4.B (continued)

In requesting materials for preview, the supplier needs the same information as he would need for purchase. It is important, however, that it is clearly understood that the materials requested are for preview only. It is the responsibility of both supplier and receiver to agree upon the terms of the loan.

The receiver(s) of preview materials should make carefully recorded observations and evaluations of the material received for review. These may be compared for immediate consideration and stored for future reference.

Prepare a form which could be used to request material for preview and a form to use for the written evaluations of the material. A sample reaction form is in the resource section.

PRE VIEW FILMS

Rec.____ Rtd.____

TITLE _____

COMPANY _____

Running Time _____ Cost: Color _____ B & W _____

Previewed in: Color _____ B & W _____ Color _____

Suitable for: _____ Necessary _____

Subject: _____

Grades: _____

Rating: Excellent ____ Good ____ Fair ____ Poor ____

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.4 The trainee will be able to relate to teachers and administrators the procedures for obtaining instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.1.4.A	Teachers, administrators, consultants, in fact, most professional and staff position holders, often need to order materials for preview, loan, rental, or purchase. In a school system where all ordering is carried out through a central agency, there still exists the need for the individual to record accurately his need. Well designed and well kept records afford the curriculum consultant and the teachers he serves the best assurance that their requests will be met. Further, these requests provide a good deal of insight into the wants, needs, and interests of teachers and administrators within the system. It is much to the curriculum consultant's advantage to develop appropriate forms and record keeping systems. With this in mind, this activity provides the trainee with a rationale for designing and maintaining records on the requests for materials and media loan, rental, or purchase and allows him to design the necessary forms to establish an adequate record keeping system. The trainee is clearly asked to develop: 1. A purchase order sheet. 2. A requisition order sheet for rental or loan of a material. 3. A form letter and/or requisition blank for approved purchases. 4. An inventory file form. The trainee's products may be compared with the examples in Resource File 12.1.1.4.A and to satisfy this assignment his products should make some improvements over those given him (i.e., simplify, add useful information blanks, make multiple copies if worthwhile, etc.).
12.1.1.4.B	Many materials and media have become so expensive that educators must carefully test and evaluate them prior to purchase. Often materials which are requested for preview are never purchased; in ordering materials for preview it is very important that the supplier understands and agrees to the trial period. Materials which are obtained for preview must be reviewed carefully by interested personnel if the trial period is to be worthwhile. Further, observations and evaluations should be recorded for immediate consideration and future reference.

Competency Component: 12.1.1 To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

Behavioral Objective: 12.1.1.4 The trainee will be able to relate to teachers and administrators the procedures for obtaining instructional materials and media.

Activity No.

12.1.1.4.B (continued)

Evaluation Criteria

Two types of forms are to be written for this activity--the first requests a material for preview. The format of the request may vary but the following information must be included:

Name and address of the supplier
Name and address of party requesting the material i.e., Delivery address
Date the request is made
Date(s) the material is required for review
Description of item requested:
Title of item - preferably as listed in catalogue
Exact descriptor of item if available (i.e., model no. ordering number, etc.)
Identification and/or description of item (i.e., 16mm film, rear screen projection unit)
Cost of item for verification
Special mailing or handling directions
Request for preview
Instructions on terms of return or purchase
Authorized signature
Copies of agreement for receiver and sender

An appropriate evaluation form for the different types of materials and machines should be available for all personnel who are involved in evaluation. A sample for the preview of films is recorded in the resource section for this activity. The trainee is required to develop another appropriate form; the format will vary but should include a means for clearly identifying the material or medium observed, producer and/or distributor should be noted, the type of material, intended audience, and producer's given descriptors should be noted, the suitability, relevancy, currency, technical quality of the product should be evaluated. Space for special comments should be provided.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

12.1.2 To assist the trainee in developing strategies (i.e., newsletters, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Behavioral Objectives:

12.1.2.1 The trainee will be able to identify and describe (at least) five strategies which could be used to familiarize teachers and administrators with available Special Education instructional materials and media.

12.1.2.2 The trainee will be able to identify the resources needed to implement the various strategies for familiarizing teachers and administrators with available instructional materials and media.

12.1.2.3 The trainee will be able to select an appropriate strategy given specific situations and materials and media.

Competency Component: 12.1.2 To assist the trainee in developing strategies (i.e., newsletters, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Behavioral Objective: 12.1.2.1 The trainee will be able to identify and describe (at least) five strategies which could be used to familiarize teachers and administrators with available Special Education instructional materials and media.

Enabling Activities	*Resources*	*Comments*
12.1.2.1 The need for continuing occupational growth on the part of professional staff members in the field of education has long been recognized. Pre-service education best serves as an introduction to professional preparation; the capabilities and competencies of a professional educator cannot be obtained in a four-year undergraduate curriculum. Furthermore, the field of education is not static; constant research, evaluation, and experimentation within the field, as well as social and political changes outside the field, make current practices obsolete or relatively ineffective in a short period of time. There is a constant demand to fulfill the needs of professional personnel for knowledge of new materials, media, as well as current techniques, and substantive knowledge. Individual need for professional growth is accompanied by the need for a well defined, articulated, and coordinated instructional program. Special education teachers, even those who are functioning at a highly professional level, may require direction, information, and new knowledge to produce an effective total program. As curriculum consultant you will be directly involved with the devel-		

2.1.2 1 (continued)

pment, coordination and articulation, nd evaluation of the special education rogram. Familiarizing personnel with he materials and media available for use n successfully reaching instructional oals is a necessary part of program deelopment. Finding the means to aid proessional growth for your teachers, which ill help produce the best instructional rogram for special students, will be our responsibility.

The continuous development of proessional competency is the goal of most eachers. Self-improvement is certainly means of obtaining higher standards, owever, if the needs of all special edcation personnel are to be met, both ew and experienced teachers and adminstrators, there must be an emphasis upn a planned program of in-service eduation. If you accept the definition of n-service education as the planned acivities for the instructional improveent of professional staff members, the esponsibility for the planning and imlementation of such a program for speial education personnel becomes the oncern of the curriculum consultant. ou should be able to identify, design, nd use a variety of appropriate strateies in a planned program of in-service ducation, particularly in the critical rea of instructional materials and meia.

Behavioral Objective Continued:

12.1.2.1.A

A great variety of materials and media are today available to Special Education teachers. The lack of appropriate materials for handicapped children, a major problem a decade ago, is rapidly being met by commercial producers. The traditional, as well as creative and innovative, uses of instructional hardware give teachers and students a flexibility never before possible. Every curriculum area, and every disability area, is being explored. The result is a potential reservoir of media and materials designed to help student and teacher reach instructional goals.

The potential contribution of Special Education instructional materials and media can only be met when they are used in the instructional setting. To be used, special education personnel must be familiar with the available materials, and the possible applications of materials and media to the teaching/learning situation. One of the important contributions a curriculum consultant can make is in assisting special educators in being aware of existing and current materials, machines, and uses of media for handicapped children.

The area of instructional technology is broad. In attempting to familiarize both new and experienced teachers with available Special Education instructional materials and media you have a large task to accomplish. Fortunately, there are many group strategies you can use so that objective and strategy

12.1.2.1.A

Resource File 12.1.2.1.A

Rubin, L.J. (ed.) Improving In-Service Education. Boston: Allyn & Bacon, 1972, pp. 133-169.

Marks, J.R., Stoops, E., and King-Stoops, J. Handbook of Educational Supervision: A Guide for the Practitioner. Boston: Allyn and Bacon, Inc., 1972, pp. 244-255.

Erickson, C. Administering Instructional Media Programs. New York: Macmillan, 1968.

Harris, B.M., Bessent, W., and McIntyre, K. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.

Moffitt, J.C. In-Service Education for Teachers. Washington, D.C.: Center for Applied Research in Education, 1963, pp. 25-35.

MacIntyre, Robert B. "In-Service Training Through Short Term Conferences." Exceptional Children, Vol. 38, No. 5 (January, 1972), pp. 412-415.

Adleman, Howard S., and Feshback, Seymour. "An Experimental Program of In-Service Teacher Education in Disadvantageous Area Schools." Education, Vol. 92, No. 1 (September-October, 1971), pp. 101-109.

12.1.2.1.A (continued)

combine to produce the desired outcome. An awareness of the wide range of alternative strategies at your disposal will make the task of familiarizing interested professional personnel with available Special Education instructional materials and media a more manageable job.

Resource File 12.1.2.1.A contains a list of possible strategies which could be used to familiarize teachers and other professional personnel with available Special Education instructional materials and media. You are to read the selections given in the resource section of this activity and use what you learn to (1) identify the definition for each strategy, and (2) place the strategies given in a rank order from those requiring the least teacher participation.

12.1.2.1.B

As you have seen, many strategies exist which allow you to familiarize groups of people with instructional materials and media in the field of Special Education. Some are complex and some simple, some require extensive precision planning and some encourage group spontaneity, and some require a great deal of participant contribution and interaction and some very little. A knowledge of all is useful when trying to establish the best strategy to meet specified education objectives.

12.1.2.1.A (continued)

Stillwell, Leonard L. "Individualized In-Service Education." Today's Education, Vol. 58, No. 9 (December, 1969), pp. 44-45.

Mowrer, Donald E. "The Skillshop for Teacher Inservice Training." Educational Technology, (April, 1972), pp. 49-51.

12.1.2.1.B

Resource File 12.1.2.1.B

12.1.2.1.B (continued)

Not all the in-service training you do will be done with groups. Often the most direct route to meeting the problems and needs of professional personnel is by employing strategies which can be directed at individuals. The number of persons reached individually may equal or exceed the number of persons reached through the group; however, each is contacted separately.

As with group strategies, a number of possible designs exist which can be used to familiarize teachers and administrators wich special education materials and media. Resource File 12.1.2.1.B contains descriptions or samples of various strategies which have been used or could be used to acquaint professional personnel individually with materials and media. Study this file carefully until you can identify and label each strategy. Then write a brief definition for each.

Competency Component: 12.1.2 To assist the trainee in developing strategies (i.e., newsletters, evaluation reports, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Behavioral Objective: 12.1.2.1 The trainee will be able to identify and describe (at least) five strategies which could be used to familiarize teachers and administrators with available Special Education instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.2.1.A	The task of familiarizing teachers and other professional personnel with the materials and media available to them is a very large job. To accomplish this task the curriculum consultant should have as many strategies as possible to choose from. This activity serves as an introductory activity, intended to introduce the trainee to several strategies which can be used in working with groups. It also establishes a common definition for terms to be used in subsequent activities. Resource File 12.1.2.1.A lists 10 strategies and definitions and asks the trainee to match them. The trainee is also required to add to the given definition one additional characteristic of the strategy. The matching should follow this pattern: Role Playing - An externally structured session in which group members (some → all) are assigned carefully designated parts in relation to a specified problem in a given situation and are asked to enact them without rehearsal but with fullest assumption of the role possible. This strategy is usually used in combination with another strategy that encourages analysis. Short course - A series of meetings--generally three to ten sessions--specific in its appeal to interested people. The topics are simple, easy to organize and implement, with the emphasis upon a definite ability so that appropriate learning activities can be selected. Preparation by planner, prior to sessions, are done by the leader. Buzz session - A short (15 minutes-one hour) small-group activity provided on a temporary basis which allows participants to discuss one specific topic fully, with minimum structure and an atmosphere which encourages interaction and the thorough, critical analysis of topic. Demonstration - Group activity in which participants observe planned and carefully presented examples of real or simulated experience. The presentation may provide information, develop understanding, or stimulate the interest of attending participants. Meeting - Regularly scheduled and planned faculty gathering designed to last no longer than forty minutes. Outside source of stimulation with purpose of transmitting information or motivating further inquiry.

Competency Component: 12.1.2 To assist the trainee in developing strategies (i.e., newsletters, evaluation reports, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Behavioral Objective: 12.1.2.1 The trainee will be able to identify and describe (at least) five strategies which could be used to familiarize teachers and administrators with available Special Education instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.2.1.A (continued)	Discussion period - Regularly scheduled gathering designed to provide opportunities for extended group discussion in order to provide systematic verbal interaction. Stimulation from within the group with emphasis upon sharing of members' experience, materials, methods, problems, questions, and/or solutions, as well as providing group support and peer pressure. Brainstorming - Group session in which orientation focuses members' attention upon one problem, topic, or issue and encourages oral expression of members' ideas. Ideas, which are not discussed, criticized, or evaluated, are recorded for later use. External stimulation is presented only through the introduction of the subject; focus is upon internal vitality of the group and its need and ability to produce and express ideas. Workshop - A gathering, or series of gatherings, in which the desired objectives are original production and development of the abilities of the participants. Preparation is by the instructor, but the focus is upon advancing the participant, through his work, to proficiency in production. Institute - An organized meeting or intensive series of meetings, usually consisting of large numbers of people, in which the emphasis is upon the didactic transfer of knowledge from speaker(s), usually through lecture, to receiver. Program Approach - A planned sequencing of activities, all dealing with one topic and including the four aspects of demonstration and discussion, practice, initial implementation, and follow-up. Instruction and supervision are dual features of this complex strategy. The order of strategies, all approximate, from most to least group participation would be: Most 1. Discussion period 2. Workshop 3. Buzz session 4. Role playing 5. Brainstorming 6. Program approach } Closely related Middle

Competency Component: 12.1.2 To assist the trainee in developing strategies (i.e., newsletters, evaluation reports, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Behavioral Objective: 12.1.2.1 The trainee will be able to identify and describe (at least) five strategies which could be used to familiarize teachers and administrators with available Special Education instructional materials and media.

Activity No.	*Evaluation Criteria*	
12.1.2.1.A (continued)	7. Demonstration 8. Short course 9. Meeting Least 10. Institute	Closely related

Competency Component: 12.1.2 To assist the trainee in developing strategies (i.e., newsletters, evaluation reports, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Behavioral Objective: 12.1.2.1 The trainee will be able to identify and describe (at least) five strategies which could be used to familiarize teachers and administrators with available Special Education instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.2.1.B	Individual strategies will be as important to the curriculum consultant as group strategies when working with teachers and other professional personnel in the area of materials and media. It is important when discussing individual strategies to remember that the number of persons reached individually may equal or exceed the number of persons reached through the group; however, each person is contacted separately. The Resource File for this activity container ten different individual strategies--either examples, samples, or discussions. The trainee is asked to identify and define the strategy used for each number. A good deal of latitude must be allowed in establishing acceptable terminology and definitions. The identifications and definitions which follow are guidelines only. 1. Both of these are examples of memos or memoranda --informal letters, notes, or reports generally delivered within the system. (Shidle, N.G. The Art of Successful Communication, New York, McGraw-Hill, 1965, pp. 160-173 discusses memos.) 2. Letter. A written communiqué which may be very formal to informal but which follows specified format. Used more for communication from within to without a given system. 3. Faculty bulletin--Specialized form of communiqué with a clearly established audience and content which tends to be information, motivational, or both. 4. The obvious strategy here is the announcement--a well prepared written communiqué designed to inform the public of a new or previously unknown event, facility, material, etc. The style is formal and the purpose is to transmit the necessary information quickly, clearly, and accurately. The trainee should note that another strategy is discussed here--the professional library and reading center, which provides contact with books, magazines, and audiovisual materials for the professional educator as well as display areas for the promotion of materials and media. The planned exposure of personnel to worthwhile materials and media through displays and reading programs is a subtle strategy which should be utilized by the curriculum consultant.

Competency Component: 12.1.2 To assist the trainee in developing strategies (i.e., newsletters, evaluation reports, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Behavioral Objective: 12.1.2.1 The trainee will be able to identify and describe (at least) five strategies which could be used to familiarize teachers and administrators with available Special Education instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.2.1.B (continued)	5. Clearly labeled, these two materials are examples of Newsletters. The newsletter is a means for one institution to disseminate information, commentary, and announcements, to many individuals within its service area. The degree of formality varies, but the combined format of newspaper and business letter allows a good deal of information to be spread among interested readers.
	6. College credit courses--included here as an individual strategy because the participation is entirely voluntary and the individual is responsible for his own involvement and growth. As noted, beneficial programming and individual notification and encouragement may be manipulated by the curriculum consultant. The extension course is given full college credit by the parent institution while tuition is paid and credit is given to the individual.
	7. Teacher exchange program. A means whereby individual teachers receive released class time to visit, observe, and participate in different teaching/learning situations.
	8. Conference/consultation--Meeting arranged to establish direct face-to-face communication between two people. Purpose may be to inform, motivate, move to action.
	9. Individualized instruction. Auto-tutorial audiovisual presentations for in-service education.
	10. In-service modules, utilizing televised instruction, instructional materials for teacher use, and an instructor's manual.

Competency Component: 12.1.2 To assist the trainee in developing strategies (i.e., newsletters, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Behavioral Objective: 12.1.2.2 The trainee will be able to identify the resources need to implement the various strategies for familiarizing teachers and administrators with available instructional materials and media.

Enabling Activities	*Resources*	*Comments*
12.1.2.2.A In-service training requires a careful, thorough, and systematic approach to the educational goal of the professional growth of academic personnel. The curriculum consultant must plan as carefully for the in-service training of his participants as the teacher plans for the advancement of his students. And the process used by both is approximately the same. 1. Specification of content Specification of objectives 2. Measurment of entering behavior(s) 3. Selection of strategy Organization of group Allocation of time Allocation of space Selection of resources (human and technological) 4. Evaluation of performance 5. Analysis of feedback leading to refining of content and objectives Just as the specification of content and objectives, as well as the	12.1.2.2.A Harris, B.M., Bessent, W., and McIntyre, K. In-Service Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1969, pp. 245-252, 253-560. Erickson, C. Administering Instructional Media Programs. New York: Macmillan, 1968, pp. 131-132, 135-137, 140-142. Marks, J.R., Stoops, E., and King-Stoops, J. Handbook of Educational Supervision: A Guide for the Practitioner. Boston: Allyn and Bacon, Inc., 1972, pp. 244-247.	

12.1.2.2.A (continued)

analysis of entering behavior, will help to determine the strategy you select, so, too, will the more administrative decisions of time, space, and resources needed and available to implement the strategy selected. This is how the system might work:

The Washington School District has purchased a video tape recorder (VTR) which is to be available to teachers individually so that they may tape and analyze their own teaching performance. Most of the teachers are anxious to use the new equipment but have never seen or used a VTR before. Something must be done to familiarize them with the medium if they are to use it successfully.

In this instance, the content is specified--the VTR system. The first objective might be: personnel, given access to a video tape recorder, shall be able to operate the equipment (specifically, activate the system, record the desired picture, deactivate the equipment) with no errors in three consecutive trials. Upon meeting this criteria they will be approved to use the equipment at their own discretion.

Most teachers have had no previous experience with the equipment; the few teachers who remain have had little participatory experience and may be regarded as novices.

The selection of strategy (or strategies), organization of groups,

12.1.2.2.A (continued)

selection and utilization of resources, and allocation of time and space now remain. In this instance, the reasoning might be: this is a simple task requiring practical application rather than abstract reasoning; therefore, a straight expository, rather than inquiry, approach appears appropriate. The semester is well under way and all the teachers are busy; to arrange a time when all the teachers could meet as a group would be difficult and other prolems would profit more from group participation than this. Therefore, some form of individualized strategy, meeting the requirements of flexible time and small spaces, will be used. Individual consultations to explain the operation would be very costly time-wise for the consultant. The informative material to be covered is the same for each person; the need for individual attention arises when the individual applies what he has learned. Therefore, two strategies are needed to meet the objective: (1) the individuals can receive the information on how to operate the VTR through a mediated form (handout, auto-tutorial tape and illustrations, chart for reinforcement), and (2) individual consultations with trained personnel for those persons with problems and an evaluation for approval. The resources needed to implement these strategies are:

Behavioral Objective Continued:

12.1.2.2.A (continued)

Time: (1) Preparation time to prepare the handouts and chart (approximately 1/2 day for curriculum consultant and one day for production personnel)

(2) Presentation time to consult with individuals and authorized use. (approximately 1 hour to train student projectionist and 1 hour for projection after school with consultant available, if needed)

(3) Teachers' time flexible--lab session 1 hour after school for one week

Space: Small room 1 hour after school for 1 week--with display area for chart.

Resources:

Personnel: Consultant to prepare, Graphic production to produce, Student projectionist to assist

Equipment: Art supplies
Ditto material
Distribution facility
VTR for practice

The evaluation phase is determined by the number of persons meeting criteria and the reaction of the personnel (either verbal or written) provides feedback.

These considerations are taken into account when selecting and preparing to implement any strategy.

12.1.2.2.A (continued)

Activity 12.1.2.1.A identified several group strategies which you could use to familiarize teachers and administrators with materials and media. To implement each strategy you would consider the following:

1. Organization of group (size, homogeneity, motivation)

2. Allocation of time (both preparation and presentation time, of both the strategist and participant)

3. Allocation of space

4. Selection and utilization of resources (both human resources and technological resources necessary in both preparation and implementation phases.)

Since strategy dictates resources, and available resources affect selection of strategy, your task is to determine, in a written report, the resources necessary to implement a workshop, a discussion period, and a demonstration. The selections in the resource section will help you in this task, but you should push yourself to consider each as fully as possible.

Competency Component: 12.1.2 To assist the trainee in developing strategies (i.e., newsletters, evaluation reports, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Behavioral Objective: 12.1.2.2 The trainee will be able to identify the resources needed to implement the various strategies for familiarizing teachers and administrators with available instructional materials and media.

Activity No.

12.1.2.2.A

Evaluation Criteria

A system for organizing in-service training is given the trainee in the enabling activity section 12.1.2.2.A. This system, based upon the model of Gerlach and Ely, includes the following components:

1. Specification of content
   Specification of objectives

2. Measurement of entering behavior(s)

3. Selection of Strategy
   Organization of group
   Allocation of time
   Allocation of space
   Selection of resources (human and technological)

4. Evaluation of performance

5. Analysis of feedback leading to refining of content and objectives

Given this system, and an example, the trainee is asked to determine, in a written report, the resources necessary to implement a workshop, a discussion period, and a demonstration. Resources are defined in the activity as:

Group - (size, homogeneity, motivation, knowledge)

Time - (preparation and presentation, of strategist and participant)

Space - size and type of facilities necessary

Resources - selection and utilization of both human and technological in both preparation and implementation

Within this report the trainee should show an awareness of the different requirements, both for strategist and participant, in preparing, planning, and implementing the three group strategies indicated. The resources provide adequate references so that the trainee's answers should be complete and thorough, demonstrating a thorough understanding of the complexity of group strategies. The example given in the activity illustrates one method of completing this activity.

Competency Component: 12.1.2 To assist the trainee in developing strategies (i.e., newsletters, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Behavioral Objective: 12.1.2.3 The trainee will be able to select an appropriate strategy given specific situations and materials and media.

Enabling Activities	*Resources*	*Comments*
2.1.2.3.A You have now worked with several roup strategies and several individual trategies which can be used to familarize teachers and administrators with aterials and media for Special Educaion. You have also found that certain esources are needed to implement each trategy. The problem now becomes one f matching content and objectives to he learner through appropriate strateies in order to reach established goals. esource File 12.1.2.3.A contains severl in-basket type situations; you are to ecide the best strategy for each situaion and justify your selection in a rief written report.	12.1.2.3.A Resource File 12.1.2.3.A Activities 12.1.2.1. and 12.1.2.2	12.1.2.3.A Resource File 8.2.3.3.A contains a presentation on "How Individuals Accept Innovation" which would be interesting supplementary viewing at this time.

Competency Component: 12.1.2 To assist the trainee in developing strategies (i.e., newsletters, evaluation reports, conferences, teachers meetings, handouts) to familiarize teachers and administrators with the available Special Education instructional materials and media.

Behavioral Objective: 12.1.2.3 The trainee will be able to select an appropriate strategy given specific situations and materials and media.

Activity No.	*Evaluation Criteria*
12.1.2.3.A	This activity requires the trainee to apply the theory he has learned about training strategies to real situations. Several strategies are appropriate for each situation and each selection the trainee makes must be evaluated on the basis of his reason for selection rather than the selection itself. The following criteria should be used in the instructor's evaluation of the trainee's response: 1. Has the trainee accurately analyzed the situation as presented to him? 2. Has the trainee accounted for the specification of content and objectives, assessment of entering behaviors, allocation of time and space and resources, in order to determine strategy? 3. Will the strategy or strategies selected have a good chance of success?

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objectives:

12.1.3.1 The trainee will be able to assess the needs of administrators and teachers to determine what knowledge they need relative to the evaluation of instructional materials and media.

12.1.3.2 The trainee will be able to select, organize and design programs and activities which meet the assessed needs of the professional personnel.

12.1.3.3 The trainee will be able to select examples of materials and media in the various curriculum areas (i.e., language arts, social studies, science, mathematics, health and physical education, practical arts and vocational education) for presentation to teachers and administrators.

12.1.3.4 The trainee will be able to outline a program for presentation on the evaluation of instructional materials and media and adapt it for large and small groups.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.1 The trainee will be able to assess the needs of administrators and teachers to determine what knowledge they need relative to the evaluation of instructional materials and media.

Enabling Activities	*Resources*	*Comments*
12.1.3.1 The evaluation process can be accomplished in two settings--by the expert in the abstract or by the practitioner in the real setting. Both types of evaluations are worthwhile and of great practical value to the curriculum consultant and special education teachers. The potential contribution of an evaluative process, however, can be realized only when curriculum consultant and professional personnel recognize and utilize sources of information on both the existent and currently published literature on materials evaluation. They need knowledge of and the ability to use appropriate models and criteria in the individual evaluation of materials which should take place continuously. The curriculum consultant must follow a logical sequence in planning presentations which will successfully present to teachers and administrators existing knowledge relevant to the evaluation of materials and media. This includes the assessment of entering behaviors, the specification of content and objectives, and the selection of approach and resources--terms with which		

12.1.3.1 (continued)

you are familiar but which now appear in a new setting. The purpose of this component is to assist you in presenting information on evaluation with a maximum assurance of success.

12.1.3.1.A

The process of assessment is not easy. To meet the needs of faculty and other interested personnel in the evaluation of materials and media, the curriculum consultant must first establish what needs exist. Within a systematic approach, this would be called the assessment of entering behavior, in a communication setting it is audience analysis; and in a training situation it is both--and very necessary.

Many different techniques may be used to help establish needs; however, two major approaches exist. In the first, the learner does the evaluation; in the second, the evaluation is done for the learner. While this may appear obvious, one or the other approach is often overlooked when people are in the planning phase. Neither approach is right or wrong, and both have definite advantages and disadvantages.

Proponents of the democratic approach feel,

> "If you want somebody to support a program be sure that he understands its values and has shared with personal satisfaction in the planning and development of that program." (School and Community,

12.1.3.1.A

Erickson, C.W. Administering Instructional Media Programs. New York: Macmillan, 1968, pp. 115-145.

Meierhenry, W.C. "Integrating Learning Centers into the Curriculum." From Gunselman, M. (ed.). What Are We Learning About Learning Centers? Oklahoma City: Eagle Media, 1971, pp. 49-52.

Marks, J.R., Stoops, E., and King-Stoops, J. Handbook of Educational Supervision: A Guide for the Practitioner. Boston: Allyn and Bacon, Inc., pp. 185-195, 219-229, 244-247.

Fearn, Leif. "A Demonstration in In-Service Education." Educational Horizons, Vol.47, No. 3 (Spring 1969), pp. 122-126.

Cunningham, R.C. "Resurrecting Meaningful In-Service Training." Journal of Reading, 15 (April, 1972), pp. 485-487.

Lowman, Lucy Jane. "Planning In-Service Programs for Professional Upgrading." American Vocational Journal, Vol. 46, No. 8 (November, 1971), pp. 50-51.

12.1.3.1.A

The defense of your situation is as important as your choice and should indicate your sensitivity to the advantages and disadvantages of the two approaches discussed.

12.1.3.1.A (continued)

Englewood Cliffs, New Jersey: Prentice-Hall, 1954.)

Others feel the task of an administrator is to provide leadership and

> "In accepting a position in educational administration an individual is assuming a leadership responsibility which carries with it a certain amount of authority . . . when he accepts authority he is obligated to exert leadership and to accept responsibility for the outcomes of the enterprise." (Neagley, R.L., N.D. Evans, and C.A. Lynn, Jr. The School Administrator and Learning Resources. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.)

Assessment of need is either done by those affected, or done for those affected. A third approach might be suggested--that either or both methods may be used to advantage depending upon the recognized capabilities of each and the needs of the situation in which they will be used.

The readings in the Resources Section discuss these two approaches. Study these selections.

Your task in this activity is to create a situation in which the democratic approach would clearly be the best approach and a situation in which the autocratic approach would be the best. In an accompanying report, defend briefly your choices.

12.1.3.1.A

Home, Elizabeth, and Carswell, Evelyn M. "Elements of Successful In-Service Education." Science and Children, Vol. 6, No. 5 (January-February, 1969), pp. 24-26.

Resource File 12.1.3.1.A

> "Guidelines for Administrator-Teacher Interaction"

12.1.3.1.B

In the preceding activity you worked with the question of who can and/or should assess the needs of teachers and administrators in determining the knowledge they need relative to the evaluation of instructional materials and media. Once the question of who is decided, the question of how remains. Whether the assessment is done by the group or by the curriculum consultant, some means of accomplishing the assessment must be found. This activity, then is designed to acquaint you with several techniques which can be used by the curriculum consultant to gather information.

You have been a part of the data gathering process many times. Each time you prepare and administer a test, conduct a question and answer period, or answer a survey or opinionnaire, you are involved in collecting information. As a curriculum consultant you need to know what techniques for data collection are available and some of the advantages and disadvantages connected with each so that you may select techniques from knowledge and choice. The Resource Section contains several references which discuss data collection. As you scan these sources, pay special attention to the following techniques:

1. One-to-one personal interview
2. Group discussion
3. Personal direct observation
4. Questionnaire

12.1.3.1.B

1. Brown, J.W., and Norberg, K.D. Administering Educational Media. New York: McGraw-Hill Book Co., 1965, pp. 171-172.

2. Selltiz, C., Jahoda, M., Deutsch, M., and Cook. S.W. Research Methods in Social Relations (revised ed.). Winston, 1959, pp. 236-243.

3. Erickson, C. Administering Instructional Media Programs. New York: Macmillan, 1968, pp. 609-625.

4. Gronlund, N.E. Measurement and Evaluation in Teaching. New York: The Macmillan Company, 1971, pp. 129-171, 339-240, 343-347.

(Although this reference deals with evaluation in teaching it is adaptable to this situation.)

5. Resource File 12.1.3.1.B

12.1.3.1.B (continued)

Resource File 12.1.3.1. B contains a card-sort activity. Go to this file and complete the activity found there.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.1 The trainee will be able to assess the needs of administrators and teachers to determine what knowledge they need relative to the evaluation of instructional materials and media.

Activity No.
12.1.3.1.A

Evaluation Criteria

Proponents of both the democratic and the autocratic approaches to instruction, whether of students or teachers, have argued for years over the superiority of their method. This activity suggests that both methods exist and that each approach can be used to advantage given the task of assessing the needs of teachers and administrators to determine the knowledge they need for the evaluation of materials and media.

The problem presented to the trainee is one of determining a situation when assessment should be done democratically and one when an autocratic approach would be best. A good situation would be one in which the advantages of each approach were used in establishing the suitability of the method for the situation. To be sure the trainee understands and appreciates each approach he is also asked to defend his choices, providing the instructor further insight into the trainee's reasoning.

The situations prepared by each trainee will differ; each will have to be evaluated individually. However, each situation should demonstrate the trainee's awareness of some of the advantages and/or disadvantages associated with each approach as applied to the problem of need assessment.

A list of some of the advantages and disadvantages is included here; this list is not complete and each additional advantage or disadvantage discovered by the trainee should be evaluated separately by the instructor.

Democratic	Autocratic
1. Learning takes place for all participants as needs are discussed and evaluated.	1. The learning and evaluative phase services only the leader.
2. The group tends to focus on immediate problems and needs rather than accommodating to the larger picture.	2. The leader sees the <u>total</u> media evaluation and curriculum picture and plans activities accordingly.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.1 The trainee will be able to assess the needs of administrators and teachers to determine what knowledge they need relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*	
12.1.3.1.A (continued)	3. Selections of perceived needs arising from within the group have group approval and support.	3. Selections made from a removed vantage point often also seem "removed" to those who must react to the decisions of others. (Question of how does this affect me?)
	4. Diffused responsibility and authority often leads to inaction--needs may never be established and/or assessed.	4. The responsibility for accurate assessment is clear and pressure to succeed is reinforced by the direct relationship between success and the leader.
	5. Information control lies with group, generally leading to topics upon which there is most confusion and hostility to be worked first--with least chance of success.	5. Controls information and problem solving so that least controversial are settled first and good working relations are established.
	6. Preparation time is limited.	6. Time to study and prepare is provided.
	7. Participation is great and allows greater likelihood of interest growth and integration into behavior of awareness for and about the perceived needs.	7. Participation in assessment is done only on an administrative level.
	8. Arrangements for help from without the group (i.e., questionnaire preparation and production) may be difficult to arrange.	8. Administrative relationships may facilitate some arrangements.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.1 The trainee will be able to assess the needs of administrators and teachers to determine what knowledge they need relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.3.1.B	Four major techniques which could be used to gather the data necessary to assess the needs of personnel relative to the evaluation of materials and media are discussed in the readings for this activity. They are the one-to-one interview, group discussion, direct observation, and the use of a questionnaire. The Resource File contains a pack of cards containing descriptors of each technique. The trainee is asked to sort and identify, for each technique, the appropriate characteristics as they appear on the cards. The following list identified characteristics by cards--however, the trainee should be allowed to defend either his inclusion or exclusion of any characteristic.

one-to-one personal interview

Sample of population is limited to the number of single encounters.

Questions are constructed prior to respondent encounter and must be directive but flexible, allowing for meaningful digressions.

Questioner may use meaningful probes designed to encourage an expansion of clarification of the respondent's answer.

Questions are written to avoid monosyllabic answers (i.e., yes or no).

Time to administer is lengthy for both questioner and respondent.

Questioner, in recording answers, is often subjective in what he records or what answers he probes.

Skill of the questioner is a variable in determining value of encounter.

Questioner objectivity is difficult to establish and maintain.

Subjective answers call for a great deal of interpretation--which is often a point of contention in discussing results.

Side benefit of the encounter may be rapport development between questioner and respondent.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.1 The trainee will be able to assess the needs of administrators and teachers to determine what knowledge they need relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.3.1.B (continued)	group discussion Size of the sample is limited by the number of an efficient group. Preparation time by participants is limited to time spent gaining knowledge of the topic--not preparing any instrument. Usually no agenda or formal preparation is made. The slowness of the process, in order to allow and encourage all to participate, makes it expensive in terms of time involved. All participants are allowed and encouraged to participate fully, with no restraints as to type of answer, giving the technique great flexibility. Variables are difficult to control since so many people are involved at once. In-group spirit and rapport may develop when this technique is used. Flow of ideas and information between participants allows for learning gains by members. Group pressure and stimulation may cause motivational gains. Data collected may be difficult to quantify since full exploration and some digression is inherent in the technique and there is no established leader to avert this. direct observation Size of sample is limited by the time and energy of the observer. Much time is necessary to examine existing situations for analysis and record. Preparation time is only for the examiner--but he must determine carefully what he is looking for prior to the encounter.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.1 The trainee will be able to assess the needs of administrators and teachers to determine what knowledge they need relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.3.1.B (continued)	direct observation (continued)
	The recorder of events spends his time only--the events are those which would occur naturally--but the time expense for the recorder is generally great if enough data to have validity is to be collected.
	The examiner must be trained to make clear, accurate, unbiased observations prior to the actual study periods.
	The personal bias and subjectivity of the viewer/recorder is difficult to totally eliminate.
	Date is quantifiable if the examiner records in an established code.
	Variables are difficult to control in natural settings.
	Non-quantifiable data and subjective observations are difficult to evaluate and/or interpret.
	With an external examiner respondent subjectivity is removed because of the direct examination (as it is instead of as the respondent says it is).
	Whether or not the subject(s) know they are being observed may affect the content.
	questionnaire
	Nature of the instrument allows a large population to be sampled simultaneously.
	Since large numbers can be reached, a total population rather than a sample may be used.
	Preparation time is necessary to prepare an accurate, reliable, valid, comprehensive instrument.
	Developer's time is spent in preparation rather than administration.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.1 The trainee will be able to assess the needs of administrators and teachers to determine what knowledge they need relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.3.1.B (continued)	questionnaire (continued) Questions are direct and usually require brief, often pre-chosen, answers. Respondent's time commitment is not great as questions and answers are already defined. Materials are necessary to duplicate, mail, and sometimes tabulate results. Objectivity of questioner may be controlled by outside readings and evaluations of the instrument. Complete preparation and duplication remove possibility of questioner's subjectivity entering during the encounter period. Written proficiency by respondent is necessary for successful utilization. Data is easily quantified. All respondents receive the same questions and only the same questions so uniformity is guaranteed. Questions, and often answers, are specifically stated, allowing almost no flexibility. Variables are as carefully controlled as possible. Respondent is usually anonymous which may promote candidness. Because there is no personal interaction, respondent is not ego-involved or satisfied by the transaction. Quantifiable data produces easier interpretation of results. Produces a broad, comprehensive picture rather than in-depth analysis. Little motivational or learning gains for respondent.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.1 The trainee will be able to assess the needs of administrators and teachers to determine what knowledge they need relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.3.1.B (continued)	one-to-one interview or questionnaire Questions are prepared prior to the encounter. The situation is a directed situation in which the questioner has full control. one-to-one interview or group discussion Questions are leading, encouraging response and elaboration. Encounter time is generally lengthy since the communcation mode is verbal and thorough answers are encouraged. Major expense is time rather than materials. Respondent's replies are subjective, answering only as much as he wishes as truthfully as he wishes. Verbal reponses tend to be free and spontaneous. Respondents generally enjoy verbal encounters, feel satisfied with their performance. Responses may be ego-satisfying more than honest, particularly when anonymity is removed. Verbal responses allow participation for those low in written proficiency. Data is often difficult to quantify and/or tabulate. Answers are not uniform and often do not lend themselves to analysis. Questioning allows for an in-depth analysis with ample time for full exploration of ideas or topic. Questioning allows for an in-depth analysis with ample time for full response.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.1 The trainee will be able to assess the needs of administrators and teachers to determine what knowledge they need relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
12.1.3.1.B (continued)	one-to-one interview or group discussion (continued) Technique encourages full and thorough analysis on both factual and emotional levels. one-to-one interview or group discussion or questionnaire Respondent may respond or not, as he chooses.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.2 The trainee will be able to select, organize and design programs and activities which meet the assessed needs of the professional personnel.

Enabling Activities	***Resources***	***Comments***
12.1.3.2 The prime purpose of in-service training and the training done by the curriculum consultant is to help teachers and administrators function more effectively and efficiently in their educational settings. The needs of professional personnel must be established and analyzed so that in-service training is purposeful and meaningful to those it serves. Accurate assessment of needs becomes the first step in selecting and organizing effective training programs. The assessed needs you established will help to specify the content and determine the objectives of your training endeavors. This is the first step; however, as important as this step is, it is only one of several steps for which you are responsible. Realizing what needs to be done is not the same as doing it. You will have to organize and manipulate strategies and resources so that faculty can reach , as quickly and efficiently as possible, the terminal behavior desired. The curriculum consultant may choose from among many different strategies when organizing and designing programs to meet assessed needs of school personnel.		

12.1.3.2 (continued)

This component is concerned with those strategies in which the curriculum consultant is the presenter of information. Your presentation may be given either orally or in written form. The activities for this objective are designed to assist you in selecting and using presentation strategies effectively.

12.1.3.2.A

Many of the strategies discussed earlier in this module use a speaker to present facts, information, new knowledge, new insights, emotional appeals, and motivational materials. A meeting often contains one or more preplanned presentations; institutes and short courses rely primarily upon an expert lecturing his audience; a forum is a series of speakers making presentations followed by a discussion period either between participants or between participants and audience; a demonstration involves both example and accompanying verbal explanation; even conferences, buzz sessions and discussion periods generally begin with some kind of presentation. A speaker making a presentation is probably one of the most obvious, direct, and efficient techniques used in training people. It is often used--and often abused!

You will often find it expedient to plan, prepare and give oral presentations. Because you will do it often, and very often in important situations,

12.1.3.2.A

Resource File 12.1.3.2.A

Howell, William S., and Bormann, Ernest G. Presentational Speaking for Business and the Professions. New York: Harper & Row, Publishers, 1971, pp. 109-133.

McBurney, James H., and Wrage, Ernest J. Guide to Good Speech (2nd ed.). Englewood Cliffs New Jersey: Prentice - Hall, Inc., 1960, pp. 34-42.

Reid, Loren. First Principles of Public Speaking (2nd ed.). Columbia, Missouri: Artcraft Press, 1962, pp. 71-81.

Monroe, Alan H. Principles and Types of Speech (5th ed.). Chicago: Scott, Foresman and Company, 1962, pp. 135-140, 47-65, 66-67, 86-99.

12.1.3.2.A (continued)

it is important that you do it well. When the message is you, your responsibility to both your content and your audience is great.

Resource File 12.1.3.2.A contains two publications. The first, Training People . . . Effectively by Charles V. Crumb, was prepared as a teaching manual for instructors and supervisors and incorporates both learning and speaking theories. The second, The Message is You: Guidelines for Preparing Presentations, deals briefly with preplanning but presents excellent materials on visualizing a message and preparing this kind of material, both verbal and visual for presentation. Both of these materials are brief and you should read them through once quickly for an overview before returning to them to complete the assignment for this activity.

"Adapting to the Audience," from Reid's First Principles of Public Speaking, and "Speaking With a Purpose in Mc Burney and Wrage--Guide to Good Speech--are required reading. In addition, presentation is discussed in Monroe's book Principles and Types of Speech, and the seven essentials of speech preparation are necessary for any presentation.

Finally, the organization of presentation is well treated in Presentational Speaking for Business and the Professions by Howell and Bormann.

12.1.3.2.A (continued)

These required readings all deal with selected aspects of making presentations. The time sequence you follow is planning, preparing, and presenting. Your task is list under each step in the sequence the activities or considerations that comprise it. Your final listings will provide you with a set of guidelines that also could be used as a checklist when you next give a presentation.

12.1.3.2.B

Information and knowledge may be transmitted to faculties through written as well as verbal presentations. Earlier in this module you were introduced to several strategies using written presentations--newsletters, handouts, faculty bulletins, announcements, in-service modules, auto-tutorial programs and packages. As with oral presentations, the planning and preparing for production is often a lengthy and difficult task; but, while oral presentations allow the presenter to adapt, adjust, and clarify spontaneously throughout the presentation, the written presentation must forecast all questions, problems, and resolve them prior to presentation. Therefore, written presentations can be an effective and efficient means of transmitting facts and information as well as a means of influencing emotions and attitudes; however, the success of the presentation depends upon the skill of the developer.

12.1.3.2.B

West, William W. Developing Writing Skills Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966, p. 43.

Shidle, Norman G. The Art of Successful Communication. New York: McGraw-Hill Book Company, 1965, pp. 11-33, 54-72. 90-91, 99-103.

Flesh, Rudolf Franz. The ABC of Style: A Guide to Plain English. New York: Harper & Row, 1964.

12.1.3.2.B (continued)

The strategies that employ written presentations are many. As you might suppose, each strategy imposes upon the presentation a few specific demands or limitations; however, you should also know that some considerations and principles are constant for all written presentations. So rather than focus upon the exceptions, in this activity you are going to work with the general underlying guidelines to help you in making successful written presentations.

A high school English text (West, William, Developing Writing Skills, Prentice-Hall, Englewood Cliffs, New Jersey, 1966, p. 43) suggests this composition pattern:

1. Arouse interest
2. State the main idea
3. Give structural clues, indications of the main divisions of the paper and the order in which they will be discussed
4. Develop the main idea (body) in the order in which they will be discussed
5. Summarize
6. End interestingly

First, use this pattern as a base and expand it with the material found in Shidle's book The Art of Successful

12.1.3.2.B (continued)

Communication. Second, again expand your pattern by incorporating the appropriate material you find in Flesh's The ABC of Style: A Guide to Plain English. Third, compare your expanded pattern with the guidelines for oral presentations you developed in 12.1.3.2.A--note on a separate sheet the similarities you find and the additions to either list you might make after comparing the two.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.3 The trainee will be able to select examples of materials and media in the various curriculum areas (i.e., language arts, social studies, science, mathematics, health and physical education, practical arts and vocational education) for presentation to teachers and administrators.

Enabling Activities	*Resources*	*Comments*
12.1.3.3 College professors should often be reminded that "teachers will teach as they were taught." Likewise, curriculum consultants should realize that teachers will produce presentations as presentations were prepared for them. One of the best ways to encourage the effective use of materials and media is to use them well in your own presentations. You need to know how to select examples of materials and media for presentation to teachers and administrators.		
12.1.3.3.A The task of selecting, from among the many varied examples of media an materials in all curriculum areas, those to present to teachers and administrators, is a difficult job for the curriculum consultant. You will have to find some basis for your choices, or some criteria to assist you in your selections. The purpose of this activity is to help you develop these criteria. Lumsdaine, in "Assessing the effectiveness of Instructional Programs,"	12.1.3.3.A Lumsdaine, Arthur A. "Assessing the Effectiveness of Instructional Programs." In Glaser, Robert (ed.). Teaching Machines and Programmed Learning II: Data and Directions. Washington, D.C.: National Education Association, 1965. The following is available also in Resource File 3.3.2.1. Denny, T. "The EPIE Approach to Evaluating Instructional Materials." In George Washington University, SEIMC. Proceedings of Conference for the	12.1.3.3.A The situation presented here deals with an oral presentation. However, the goals (to inform, motivate, inspire, report) and the criteria you develop will work as well for written presentations.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.2 The trainee will be able to select, organize and design programs and activities which meet the assessed needs of the professional personnel.

Activity No.	*Evaluation Criteria*
12.1.3.2.A	The ability to make effective oral presentations will be of great benefit to the curriculum consultant. And history tends to show that good presenters are made, not born. Therefore, the purpose of this activity is to provide the trainee with a general knowledge of the essential ingredients necessary to develop and make a successful presentation. The task for this activity is to prepare a listing of activities or considerations under each of the main steps in making presentations--planning, preparing, and presenting. The necessary listings are included in this criteria; but it is hoped that the trainee will discover and record many more.

Planning	Preparing	Presenting
Select content area	Decide upon a general and a specific topic (content)	Arrive and set up one hour before actual presentation
Select general purpose or objective	Decide upon a general and a specific purpose (intended audience response)	Inspect everything on site and check all materials and media
Analyze occasion (amount of time, time of day, demands of audience)	Select information	Rehearse quickly, if possible
Analyze audience	Organize information	Voice--volume, rate, tone, pitch--all contribute to message
Analyze yourself--knowledge, sincerity, enthusiasm	Apply laws of recall--repetition, retention	Adjust to room conditions
Discover information	Include motivational appeals	Position where you can be seen and heard by all
Collect information	Plan for unity, coherence, relevance, conciseness, and comprehensiveness	Use Posture, movement, gesture to convey facts and feelings
Think "visuals"	Plan to follow up somehow	
	Outline and word speech--arrange, proportion, make transitions	
	Develop a storyboard	

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.2 The trainee will be able to select, organize and design programs and activities which meet the assessed needs of the professional personnel.

Activity No.	*Evaluation Criteria*
12.1.3.2.A (continued)	Preparing (continued) Select AV mediums for inclusion Develop the selected verbal and nonverbal materials Prepare notes Rehearse and edit

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.2 The trainee will be able to select, organize and design programs and activities which meet the assessed needs of the professional personnel.

Activity No.	*Evaluation Criteria*
12.1.3.2.B	The success of a written presentation, whether bulletin, letter, or module, depends upon the knowledge and skill of the developer. The intent of this activity is to expose the trainee to principles of good written composition and encourage him to evaluate and compare several of the principles cited by several authors. To demonstrate his awareness the trainee is given a composition pattern and is asked to expand it by including principles from two other authors--Flesh and Shidle. The trainee should accumulate a number of principles beyond the pattern given--for example: 1. Arouse interest: (Pattern given) a. Appeal to self-motivation--something the reader will get that he wants b. Remind him of a duty c. Challenge him to agree or disagree d. Voice a strong opinion of your own e. Inject a judicious question f. Use the unfamiliar When the trainee has expanded the six steps in the pattern, the trainee is asked to compare and contrast the principles of good written and good oral presentations. He might, for example, note that the use of visuals was stressed in making oral presentations and could well be better incorporated in the planning of good written presentations. This activity will have to be evaluated in terms of the thoroughness the trainee demonstrates in completing his expanded list and the insight he shows in recognizing the similarities between good written and good oral presentations.

12.1.3.3.A (continued)

discussing specifically programmed instruction, develops some standards which you could apply to assessing potential effectiveness. Hudson has produced a descriptive analysis worksheet which helps establish criteria in evaluating instructional materials. Denny discusses the EPIE approach to evaluating materials, some of which can be adapted for use by the curriculum consultant in presentation settings. Crumb presents characteristics and qualifications of visual aids which are very helpful, and Gerlach and Ely offer the Media Selection Rule along with related corollaries which should be useful.

In this activity you are to read these sources and develop from them a list of questions which you could use to help you in your selection of an example(s) of a material(s)/media to present to teachers and administrators.

Then, use your list to evaluate at least two materials in each curriculum area (language arts, social studies, science, mathematics, health and physical education, practical arts, and vocational education) given the following situation: You are the curriculum consultant for Special Education in the Webster Park School System. The special education teachers (and other interested personnel 25 in all) have asked you to help them "catch up" on the materials/media usage in the areas of language arts, social studies, science mathematics, health and physical education, practical arts, and vocational

Evaluation of Instructional Materials. Washington, D.C.: April 5-6, 1968. Available on Microfiche: ED 027 657.

Hudson, F.G. "The evaluation of instructional materials." In Proceedings of Conference for the Evaluation of Instructional Materials. George Washington University, Washington, D.C.: April 5-8, 1968. Also available on microfiche: ED 027 657.

Haring, N.G., and Berman, M.L. "Evaluation and specification of instructional materials and management procedures through use of a Pupil Performance Profile and a Predictive Model." Final Project Report. Seattle: Child Development and Mental Retardation Center, University of Washington, 1972.

Ensminger, E.E. "A proposed model for selecting, modifying, or developing instructional materials for handicapped children." In Meyen, E.L. et al (eds.) Strategies for Teaching Exceptional Children. Denver: Love, 1972.

Crumb, Charles V. Training People . . Effectively. Philadelphia: Lefax Publishing Co., 1970, pp. 54-56.

Gerlach, Vernon S., and Ely, Donald P. Teaching and Media: A Systematic Approach. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971. pp. 73-74.

12.1.3.3.A (continued)

education. They regularly meet from 4:00-5:00 on Thursday afternoons in the faculty conference room. Attendance is voluntary and has been sporadic. It's hoped that this meeting will motivate both a greater interest in similar meetings and a greater interest in the use of materials and media. The meeting has been publicized and you might expect 20 members of the faculty to attend. You will be the only presenter.

12.1.3.3.B

You may find, after an example has been selected according to the criteria you established in 12.1.3.3.B, that it needs modification for presentation. Almost any material may be adapted and presented in a new medium to meet the needs of a specific presentation. You should know what media can be adapted for use.

The booklet The Message is You: Guidelines for Preparing Presentations was prepared for distribution by the Association for Educational Communications and Technology as a means of familiarizing you with the task of planning and producing a presentation. This production includes the visualization of your message. Procedures and methods for preparing the basic professional materials for a simple presentation are given. You are to study and read the pages assigned in the Resource Section. When you know the material, use what you learned in solving the following problems:

12.1.3.3.B

Rowe, M.R., Curl, D., Frye, H.R., Kemp, J., and Veenendaal, W. The Message is You: Guidelines for Preparing Presentations. Washington, D.C.: Association for Educational Communications & Technology, 1971, pp. 9, 11-15, 19-25, 31. (Available in Resource File 12.1.3.2.A)

12.1.3.3.B (continued)

1. You are making a presentation to a large group of teachers, both special educators and regular classroom teachers, using the Peabody Language Development Kit as an example of a material that can be used in both special and regular classrooms. Your purpose is to stimulate interest and communication between special education teachers, regular classroom teachers with part-time responsibility for special students, and regular classroom teachers in general The only room large enough to hold the teachers is the school auditorium, with you at a lectern on the stage. How would you use the Kit? What media would you use and what, if any, modifications would you use and what, if any, modifications would you make?

2. The Talking Page--a new medium from 3M--has been purchased by your school system for use in special and regular classrooms. You wish to introduce this medium to special educators as quickly as possible. How would you present this material/media?

3. The special education teachers of your district have requested overhead projectors be standard equipment in each special classroom. You are responsible for presenting their request and the support for their request to the school board. The board has agreed to listen, but has limited your presentation time to five minutes. What support examples would you use?

Behavioral Objective Continued:

12.1.3.3.B

What media? What adaptations? Remember that examples are numerous and time is short.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.3 The trainee will be able to select examples of materials and media in the various curriculum areas (i.e., language arts, social studies, science, mathematics, health and physical education, practical arts and vocational education) for presentation to teachers and administrators.

Activity No.	*Evaluation Criteria*
12.1.3.3.A	The selection of appropriate materials and media for presentation demands that the developer use some criteria in the choice making process. From the sources given the trainee is required to develop a set of questions to use to assist in the selection process. The following list is the minimum expected for acceptable performance--the wording may vary considerably.

1. Is the example appropriate to the situation, the audience, the speaker?
2. Is the example practical for use given the specific situation (i.e., size of room, availability of equipment, etc.)?
3. Will the example be effective in meeting the expectations and needs of the situation, audience, and educational goals?
4. Is the example worthy of presentation? In other words, does it rate high when evaluated by EPIE standards of congruence between what the product was expected to do and what occurred?
5. Is the example clearly described (i.e., physical aspects, content, and usability) so that it may be presented honestly?
6. Is the example representative of other materials and is it the best representative?
7. Is the example simple enough to be understood in a brief oral presentation?
8. Is the example accurate?--It should be what you say it is.
9. Is the example understandable? (Readable, if that is important, audible if necessary, etc.)
10. Is the example manageable? (Too large, too small, too many pieces, too complicated)
11. Is the example colorful--will it lend variety, contrast, texture to the presentation?
12. Does the example meet the media selection rule--does it have the potential of implementing a stated objective?

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.3 The trainee will be able to select examples of materials and media in the various curriculum areas (i.e., language arts, social studies, science, mathematics, health and physical education, practical arts and vocational education) for presentation to teachers and administrators.

Activity No.	*Evaluation Criteria*
12.1.3.3.A (continued)	13. Does the example help the presenter establish a functional relationship between the use of the example and the desired outcome of the presentation? 14. Is the example an integral part of the presentation rather than an afterthought? The trainee is next required to evaluate at least two materials/media in each curriculum area using the criteria established above. Each will differ and must be evaluated according to how well the standards were applied.
12.1.3.3.B	The best example of a material, as determined by the criteria established in 12.1.3.3.A, cannot always be used in its original form. Realia--the real thing--is always best; however, when for some reason (i.e., size, availability, readability) the real material is not appropriate for the presentation situation, the curriculum consultant should know what other media may be used and how to adapt materials for presentation purposes. The reading assigned gives a condensed edition of media and materials used and produced for presentations. The trainee is asked to read this material and apply it to the solution of three presentation problems. The answers of the trainee will vary and each must be judged individually. In the first problem it is imperative that the trainee adapt some of the material--which is small--so that the audience can see, read, and respond to it. In the second, the trainee should see that individual contact with the medium would take too much time--introduction could be accomplished by a written presentation (i.e., a memo) and the material/media visualized and reproduced in that form--also a small group could be used but this might be a better follow-up since time and space arrangements would have to be made. Finally, the third problem requires the real object, and probably slides, pictures, displays/charts--showing uses and applications as well as handouts--in order to show the amount of material in the short time.

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.4 The trainee will be able to outline a program for presentation on the evaluation of instructional materials and media and adapt it for large and small groups.

Enabling Activities	*Resources*	*Comments*
12.1.3.4.A The planning for any presentation begins with a systematic approach to the problem--what objectives are to be met by the presentation, the specification of content, and an assessment of the intended audience. You have worked with behavioral objectives, general and specific purposes, general and specific specification purposes, and audience analysis. Decisions in these areas affect the selection and utilization of resources--determination of strategy, organization of groups, allocation of time and space, and the selection of resources--AV materials, print and nonprint materials, and forms of support. The curriculum consultant should know how to outline a program for presentation and how to adapt a presentation for large and small groups. The readings in the resource section discuss large and small group facilities and needs. Read these and use what you learn to complete the following task: The UMC-Special Education IMC contains a workshop presentation prepared by Mrs. McElmurry for in-service on "Learning Stations." Review this work and submit it to the following treatments:	12.1.3.4.A McElmurry, J. "Learning Stations." Available through the Special Education Instructional Materials Center - UMC Brown, James W., Norberg, Kenneth D., and Srygley, Sara K. Administering Educational Media: Instructional Technology and Library Services. New York: McGraw-Hill Book Company, 1972, pp. 143-150. Erickson, C. Administering Instructional Media Programs. New York: Macmillan, 1968, pp. 187-207. Leida, L. "Conference Methods." In Craig, Robert L., and Lester R. Bittel. Training and Development Handbook. New York: McGraw-Hill Book Company, 1967. Oliver, Robert T. Dickey, D., and Zelko, H.P. Communicative Speech. New York: Dryden Press, pp. 343-350/ Crumb, Charles V. How to Communicate . . Effectively. Philadelphia: Lefac Publishing Co., 1968, pp. 44-96.	

12.1.3.4.A (continued)

1. Analyze until you can specify the general and specific content area, general and specific purpose (objectives), and the characteristics of the intended audience (in other words, what you can deduce about the audience from the presentation).

2. Identify and describe the probable allocation of time and space.

3. Assume this presentation was planned for a small group (7-12). Detail the necessary changes when presenting to a group of 50+. (Be sure to include arrangements for seating, grouping, projection, lestening space, etc.)

12.1.3.4.B

By this time you are familar with the problems, procedures, preparations, and production that become a part of a total presentation. You have worked specifically with selecting and using or adapting examples when making your presentation. And in your readings and activities you have both developed and worked with actual presentations. What remains is a final check--of the actual presentation situation and your ability to adapt to it.

No matter how thorough your planning, the presentation is the actual event. You must be able to analyze and control the presentation situation and

12.1.3.4.B

Rowe, Mack R., David Curl, Harvey R. Frye, Jerrold Kemp, and Wilfred Veenendaal. The Message is You: Guidelines for Preparing Presentation. Washington, D.C.: Association for Educational Communications & Technology, 1971, pp. 27-30.

List of Skills for Conference Leader

1. arrange necessary physical facilities
2. prepare agenda and conference notices
3. Acquire thorough knowledge of the subject matter
4. prepare a discussion plan
5. maintain control over the conference

12.1.3.4.B (continued)

adapt to new and/or unforeseen occurrences. One particular event which happens all too often is a large turnout when a small audience was anticipated, or a small turnout when the presentation was planned for a large group. You need to know what to do in these situations.

The Message is You presents a section on "The Sponsor - Setting Up for the Presentation." Since in many instances you will be the sponsor, and in all instances you will suffer or benefit from the work done here, you are to read this section and prepare a checklist you could use when setting up for a presentation. Compare this list to the list of skills developed for a conference leader and recorded in the Resource Section--indicate which are appropriate for a presenter.

Finally, select any of the above which would be suitable only for a small group or only for a large group and list these.

List of Skills for Conference Leader - continued

6. keep discussion organized
7. encourage free discussion
8. ask good questions (i.e., questions that are thought provoking and require more than a "yes" and "no" answer)
9. direct group thinking, summarize ideas
10. make sure each member actively participates
11. be quick to analyze and quick to observe
12. possess a good sense of humor
13. keep your group interested
14. be tactful, patient, and diplomatic at all times
15. effectively summarize the discussion

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.4 The trainee will be able to outline a program for presentation on the evaluation of instructional materials and media and adapt it for large and small groups.

Activity No.	*Evaluation Criteria*
12.1.3.4.A	In this activity the trainee is given a specific presentation--the workshop called "Learning Stations"--and is asked to submit it to the following treatments: 1. Analyze until you can specify the general and specific content area, general and specific purpose (objectives), and the characteristics of the intended audience (in other words, what you can deduce about the audience from the presentation). 2. Identify and describe the probable allocation of time and space. 3. Assume this presentation was planned for a small group (7-12). Detail the necessary changes when presenting to a group of 50+. (Be sure to include arrangements for seating, grouping, projection, listening space, etc.) To complete this activity successfully the trainee must account for each treatment, showing a full awareness of what is involved in each consideration and analyzing the presentation to ascertain the affectiveness of the developer in meeting the requirements. This example works backwards--from finished product to planning considerations. If there is any doubt as to the trainee's ability in planning, a remedial activity would be to furnish the trainee with a presentation topic and have him progress through the planning activities and procedures.
12.1.3.4.B	Presentations are designed for large or small groups. However, last minute adaptations are often necessary. The purpose of this activity is to assist the trainee in evaluating actual situations and adapting to last-minute alterations. The trainee's list of final things to check should include at least: Meeting Rooms Size Seating Screen Viewing Comfort Control Light Control

Competency Component: 12.1.3 To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of materials and media.

Behavioral Objective: 12.1.3.4 The trainee will be able to outline a program for presentation on the evaluation of instructional materials and media and adapt it for large and small groups.

Activity No.	*Evaluation Criteria*
12.1.3.4.B (continued)	Power Acoustics Other Facilities Lectern Doors Projectors Booth or Projection Station Projectionists The conference leader skills should at least: be quick to analyze and quick to observe keep your group interested be tactful, patient, and diplomatic at all times Finally, those for large groups only: prepare agenda and conference notices use projectionist keep discussion organized small groups: encourage free discussion make sure each member actively participates effectively summarize the discussion

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANT FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 12.0 Training / Materials and Media

Competency 12.2 A curriculum consultant should be capable of training teachers and administrators in the development of instructional materials and media.

April 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

EC123147

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

Project Staff

Edward L. Meyen, Project Director
Reuben Altman, Co-Director

University of Missouri-Columbia

Throughout the four year period encompassed by this Special Project, numerous colleagues and students contributed to the development of these training materials through their literature searches, field testing, writing activities, advisory capacity and consultation. Among these contributors are: Robert Forsyth, Herbert Goldstein, William Hedges, Richard Johnson, John Kidd, Richard Whelan, Cheri Howard, Marilyn Chandler, Karen Ford, Clifford Drew, Joseph Justen, Judy McCracken, William Sosnowsky, Larry Talkington, Judy Wilson, Daniel Kauffman, Victor Lombardo, Joon-Mahn Song, Joseph Stewart, Stanley Zucker, Blake Turner, Louis Schwartz, William Drummond, Novelle Dunathan, Austin Connolly, Bruce Mattson, and Mary Ellen Sudholt. Special thanks to Pearl N. Bert. Other contributors are acknowledged in the three Project Reports issued through the duration of the Project:

I. Interim Report: Competency Research Phase

II. Interim Report: Module Specification Phase

III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #12: Training / Materials and Media

MODULE ELEMENT SCOPE

It is the intent of this module to prepare you to function as an instructor to teachers and administrators concerned with the use of instructional materials and media. The initial activities are designed to prepare you to train educators in the selection and evaluation of existing instructional materials and media. The second module element focuses on the transmission of procedures for the development of teacher-made materials, and the third on the implementation of instructional materials and media in curriculum areas.

MODULE ELEMENT SPECIFICATIONS:

Competency 12.2: A curriculum consultant should be capable of training teachers and administrators in the development of instructional materials and media.

Competency Components:

12.2.1: To assist the trainee in identifying and describing for teachers and administrators the potentialities of various forms of teacher-made materials.

12.2.2: To assist the trainee in identifying and describing for teachers and administrators the instructional situations in which teacher-produced materials would be beneficial.

12.2.3 To assist the trainee in instructing teachers and administrators in the development of teacher-produced materials.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			12.2.1.1 The trainee will be able to identify and describe the potential advantages of producing original materials locally for use in Special Education classes.	
			12.2.1.2 The trainee will be able to assist interested personnel in adapting commercially available materials for use in local Special Education classrooms.	
			12.2.1.3 The trainee will be able to select at least two alternate methods which could be used to promote the development and use of original and adapted locally produced materials to teachers and other professional personnel.	
			12.2.2.1 The trainee will be able to direct teachers and administrators in establishing criteria for determining the feasibility and desirability of developing teacher-made materials.	
			12.2.2.2 The trainee will be able to determine appropriate training strategies to encourage and promote the local production and use of materials and media.	
			12.2.3.1 The trainee will be able to plan training programs on the development of teacher-made visual instructional materials for projection.	
			12.2.3.2 The trainee will be able to instruct teachers and administrators in the development of locally produced audio materials.	
			12.2.3.3 The trainee will be able to instruct teachers and administrators in the development of teacher-made display materials.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

12.2.1.1.A

12.2.1.1.B

12.2.1.2.A

12.2.1.2.B

12.2.1.3.A

12.2.1.3.B

12.2.2.1.A

12.2.2.1.B

12.2.2.2.A

12.2.3.1.A

12.2.3.2.A

12.2.3.3.B

12.2.3.4.A

12.2.3.4.B

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

12.2.1 To assist the trainee in planning training programs on the capabilities and uses of various forms of locally produced materials.

Behavioral Objectives:

12.2.1.1 The trainee will be able to identify and describe the potential advantages of producing original materials locally for use in Special Education classes.

12.2.1.2 The trainee will be able to assist interested personnel in adapting commercially available materials for use in local Special Education classrooms.

12.2.1.3 The trainee will be able to select at least two alternate methods which could be used to promote the development and use of original and adapted locally produced materials to teachers and other professional personnel.

Competency Component: 12.2.1. To assist the trainee in planning training programs on the capabilities and uses of various forms of locally produced materials.

Behavioral Objective: 12.2.1.1 The trainee will be able to identify and describe the potential advantages of producing original materials locally for use in Special Education classes.

Enabling Activities	*Resources*	*Comments*
12.2.1.1 One of the earliest identified needs of special educators was in the area of materials and media suitable for use in special classrooms. Recent years have seen a great variety of commercially produced materials developed specifically for use with handicapped children. However, there still remains large areas in which no appropriate materials exist. Part of your contribution to special education classroom teachers can be made by aiding them in the local development of appropriate materials and media when there are no commercial products available.		
12.2.1.1.A Many school systems rely entirely upon commercially produced materials to meet the educational and instructional needs of teachers and students. This may be done out of ignorance, apathy, or both. To change this situation the curriculum consultant needs two things--a knowledge of the neccesity for locally produced materials and a commitment to the philosophy	12.2.1.1.A Resource File 12.2.1.1.A	

12.2.1.1.A

which necessitates them. You must know and appreciate the potential contribution of materials produced locally to transmit your knowledge and enthusiasm to teachers and administrators.

The Resource Section for this activity contains references which identify the values of locally produced instructional materials in any school system. Read them and abstract from them a master list of values which you could use in promoting the development of materials locally.

12.2.1.1.B

The general advantages of teacher-made materials are enough to justify their development. However, the ability of the various media to meet special needs of handicapped children make the production and utilization especially important in special classrooms.

Resource file 12.2.1.1.B contains information on some situations in which the special needs and abilities of handicapped children make the development of teacher-made materials advantageous.

Read these materials and use them to make a list of the unique contributions of locally produced

12.2.1.1.B

Resource File 12.2.1.1.B

1. Higgins, Conwell, and Rusch, "Development and Evaluation of Auto-Instructional Programs in Arithmetic for the Educable Mentally Handicapped." ED 014 190

2. "Systems Approach in Deaf Education, Symposium on Research and Utilization of Educational Media for Teaching the Deaf." EDRS nf ED 018 047

3. "The Testing and Modification of Overhead Transparencies for Special Use with Classes for the Deaf." ED 025 091

12.2.1.1.B

media to special children. Then find and summarize at least three other examples (in texts, professional journals, etc.) of media developed locally for use in special classrooms and three examples of media used in regular classrooms that could be used in special classrooms. Be sure to cite the authors and articles as well as the uses.

12.2.1.1.B

4. Habilitation through Media. Ed 031 028

5. "Communication, Production, and Dissemination of Instructional Technology." ED 047 443

6. "The Use and Evaluation of Instructional Technology in the Classroom." ED 047 444

7. "The Improvement of Special Education through Instructional Technology." ED 04 742

8. Meyen, Edward L. and others. "The Use of Overhead Projection in Classrooms for the Mentally Retarded." ED 029 423

Competency Component: 12.2.1 To assist the trainee in planning training programs on the capabilities of various forms of locally produced materials.

Behavioral Objective: 12.2.1.1 The trainee will be able to identify and describe the potential advantages of producing original materials locally for use in Special Education classes.

Activity No.	*Evaluation Criteria*
12.2.1.1.A	The values of locally produced materials should be known and appreciated by the curriculum consultant. The Resource File for this activity contains several articles which chronicle the contributions of teacher-made materials. The list which the trainee is required to produce should contain at least eight of the following: Locally produced materials are valuable because they can: 1. bring local applications and observations to the classroom. 2. make current and topical materials immediately available 3. accomplish specific learning objectives--commercially produced materials must be broader and more general. 4. produce local adaptions to meet different physical and environmental conditions as well as characteristics of the audience. 5. allow flexibility--reproduced and used in many forms (i.e., handouts, transparencies, charts). 6. provide materials otherwise unavailable. 7. allow the teacher to evaluate, refine, and/or alter the manuals to improve content or utilization. 8. present a new or unique point of view. 9. provide inexpensive materials. 10. some provide quickly made materials. 11. allow for individualized instruction. 12. teacher clarifies and sharpens own perception.

Competency Component: 12.2.1 To assist the trainee in planning training programs on the capabilities of various forms of locally produced materials.

Behavioral Objective: 12.2.1.1 The trainee will be able to identify and describe the potential advantages of producing original materials locally for use in Special Education classes.

Activity No.	*Evaluation Criteria*
12.2.1.1.B	The purpose of this activity is to expose the trainee to some of the unique and/or noteworthy uses of locally produced materials and media. The trainee may write as much as he wishes on the microfiche readings assigned; however, the following points must be covered to meet criteria: 1. Discussion of teaching math concepts through the use of an audiovisual (slides and tape) message and a manipulative desk using programmed instruction. Results showed the techniques worked--twice through the programs producing even greater learning gain. 2. Excellent discussion on capabilities of 8mm cartridge films for use with EMR. Humanizing influence of media by developing and focusing on the child--using all means possible. 3. Studies on media and the deaf—the overhead projector allowed improved group teaching, better attention and motivation, student participation in material preparation. 4. Programmed instruction encourages the deaf child to be an independent learner—teaching both information and character formation. Uses and capabilities of the overhead discussed. Of special interest is criteria for a counselor using media. 5,6. Use of evaluation of media as a necessary tool in meeting learner objectives. 7. Flexibility of using media stressed--teachers and students involved. 8. Uses of overhead and the production of transparencies.

Competency Component: 12.2.1 To assist the trainee in planning training programs on the capabilities and uses of various forms of locally produced materials.

Behavioral Objective: 12.2.1.2 The trainee will be able to assist interested personnel in adapting commercially available materials for use in local Special Education classrooms.

Enabling Activities	*Resources*	*Comments*
12.2.1.2.A The production of materials locally, while holding many values, must be looked at realistically by both curriculum consultant and special education teachers. The development of a locally produced material is often an expensive proposition, involving several people and consuming valuable time, energy, and raw materials. Many times the advantages or necessity of producing the material(s) outweigh the disadvantages. However, there is another alternative which should be explored before you decide to produce or not produce your own material(s). Recent years have shown a tremendous influx of new educational materials and media upon the market. Commercial producers have spent billions of dollars and hours in attempting to produce materials which help teachers to help students reach educational goals. In addition, the world contains many materials which, while not produced specifically for educational settings, are potential contributors to special educators.	12.2.1.2.A Dale, Edgar. Audio-Visual Methods in Teaching (rev. ed.). New York: Holt, Rinehart & Winston, 1954. Wittich, and Schuller. Audio-Visual Materials. New York: Harper and Brothers, 1953. Bridges for Ideas. Series by University of Texas, Austin: Visual Instruction Bureau, Division of Extension. Kemp, J.E. Planning and Producing Audio-visual Materials. San Francisco: Chandler Publishing Company, 1963. McMohan, Marie. Teacher-Made Materials for Use in Special Education. USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth. Minor, Ed. Simplified Techniques for Preparing Visual Instructional Materials. New York: McGraw-Hill Book Company, Inc., 1962. Meyen, E.L. et al. Developing Appropriate Seatwork for the Mentally Retarded.	

12.2.1.2

Both commercially produced educational materials, and locally available materials, offer an alternative to "from scratch" local production. These materials can often be adapted for use in Special Education classrooms--and the adaptive process may be far simpler, easier, and less expensive than local production.

Adaption may be of two types--changes in content to meet the needs of special children, and changes in format to meet the utilization needs of handicapped children. This is how the process might work: a class of EMR children is studying time--the teacher likes and can use the filmstrips from Talking Time Series. However, the instructions must be greatly amplified and modified for use in an EMR classroom.

Similarly, format can use the original material to produce an adapted new material. In this way a transparency from "The Family," a transparency series by the 3M Company, can be run through the hectograph thermal master machine producing a single master which can produce up to a hundred copies on the spirit duplicator as seat work for each child.

You read of several adaptations and uses of materials in special classrooms in 12.2.1.1.B. The Resource Section for this activity lists

Joint County System of Cedar, Johnson, Linn and Washington Counties.

Brown, James W., Lewis, Richard B., and Harcleroad, Fred F. AV Instruction: Media and Methods. New York: McGraw-Hill Book Company, 1969.

12.2.1.2.A

several good AV books which discuss media and the anticipated and novel ways materials and media have been used in classrooms. Scan these sources, studying those utilizations with which you are unfamiliar.

A list of materials and equipment follows. For each listing, identify two possible adaptations, modifications, or unique applications which could be used in a special education classroom. Try to include both content and format changes in your listings.

1. Records
2. Tape Recorder and cassette tapes
3. Slide projector
4. Filmstrip projector
5. Overhead projector
6. Transparency sets
7. Slide-tape presentations
8. 8mm filmstrips
9. Individually held slide viewer
10. Flat pictures
11. Real objects
12. Display boards (hook 'n' loop, flannel, bulletin, magnetic chalkboard)
13. Workbooks
14. 16mm or super 8mm motion pictures
15. Puppets
16. Video tape recorder
17. Programmed instruction text

18. Magazines, newspapers
19. Maps
20. Opaque projector
21. Posters
22. Break-down or take-apart models
23. Textbooks or reference books
24. Drawings and paintings

12.2.1.2.B

The place of audiovisual materials in the curriculum is becoming clearer every year. No longer considered a frill, an aid, or an add-on, the machinery and materials form effective, dynamic instruction. Brown, Lewis, and Harcleroad suggest, "Perhaps the greatest talent of a teacher is reflected in the selection of experiences for students. Each choice is made upon the basis of the characteristics of the students, the objectives for them, the subject matter involved, and the procedures considered most promising to ensure student success in learning." (p. 31)

Your task in this activity is to discuss this statement, Consider the following in your discussion:

1. the particular needs and requirements of handicapped children.

2. the physical characteristics of an instructional setting

12.2.1.2.B

Module 3
Competency 3.2 A curriculum consultant should be knowledgeable of those characteristics of materials/media and the instructional setting which are relevant to the evaluation of instructional materials.
Competency Component 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.
Behavioral Objective 3.2.1.1 The trainee will be able to list five physical characteristics of instructional materials/media (e.g., size, durability) which should be considered in the evaluation process.
Behavioral Objective 3.2.1.2 The trainee will be able to evaluate the publisher's information (e.g., quality of teacher's manual, accuracy of information provided) accompanying any instructional material/media.
Behavioral Objective 3.2.1.3 The trainee will be able to assess the cost efficiency (in time and money) of any instructional material as part of the evaluation process.

Behavioral Objective 12.2.1.2 *Continued:*

12.2.1.2.B

3. the teacher characteristics which should be considered

4. the characteristics of materials/ media and the instructional setting which are relevant

5. patterns of instruction relevant to selection of materials

6. the importance of knowing materials available and being able to adapt them to maximize the learning/ teaching process.

12.2.1.2.B

Behavioral Objective 3.2.1.4 The trainee will be able to list 10 format variables (e.g., programmed, individualized) relevant to instructional materials/media which should be considered in the evaluation process.

Behavioral Objective 3.2.1.5 The trainee will be able to list 10 cognitive skills (e.g., attention span; perceptual-motor ability) which may require remediation and specify two instructional materials appropriate to each.

Competency Component 3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional setting (i.e., self-contained classroom, one-to-one teaching) which are relevant to the evaluation of instructional materials and media.

Behavioral Objective 3.2.2.1 The trainee will be able to identify the physical characteristics of an instructional setting (i.g., storage space, electrical outlets) which should be considered as part of the materials and media evaluation process.

Behavioral Objective 3.2.2.2 The trainee will be able to identify the nonphysical characteristics of the instructional setting (e.g., budget, number of pupils to be served) which should be considered as part of the materials and media evaluation process.

Behavioral Objective 3.2.2.3 The trainee will be able to identify the teacher characteristics (e.g., experience, preferred teaching mode) which should be considered as part of the materials and media evaluation process.

12.2.1.2.B

Behavioral Objective 3.2.2.4 The trainee will be able to identify the pupil characteristics (e.g., chronological age, grade level) which should be considered as part of the materials and media evaluation process.

Competency Component 3.2.3 To assist the trainee in understanding the importance of the interaction of instructional problem, instructional setting, and materials characteristics in the evaluation of instructional materials and media.

Behavioral Objective 3.2.3.1 The trainee will be able to arrange the characteristics of materials/media relevant to evaluation in hierarchies of importance varying as a function of variation in the type of instructional setting specified.

Behavioral Objective 3.2.3.2 The trainee will be able to arrange the characteristics of materials/media relevant to evaluation in hierarchies of importance varying as a function of variation in the type of instructional problem specified.

Brown, James W., Lewis, Richard B., and Harcleroad, Fred F. AV Instruction: Media and Methods. New York: McGraw-Hill Book Company, 1969, pp. 23-43.

Competency Component: 12.2.1 To assist the trainee in planning training programs on the capabilities and uses of various forms of locally produced materials.

Behavioral Objective: 12.2.1.2 The trainee will be able to assist interested personnel in adapting commercially available materials for use in local Special Education classrooms.

Activity No.	*Evaluation Criteria*
12.2.1.2.A	There is a need for and value in adapting prepared materials when possible for use in the Special Education classroom. When the time and energy to produce new materials is realized, and the unsuitability of existing materials is apparent, the alternative of adapting the existing material/media to meet the local needs in often very attractive. This activity contains a listing of 24 materials or equipment types. The trainee is asked to identify and list two adaptations or modifications for each, accounting for both format and content changes. When this is done, criteria is met for this activity.

Competency Component: 12.2.1 To assist the trainee in planning training programs on the capabilities and uses of various forms of locally produced materials.

Behavioral Objective: 12.2.1.3 The trainee will be able to select at least two alternate methods which could be used to promote the development and use of original and adapted locally produced materials to teachers and other professional personnel.

Enabling Activities	***Resources***	***Comments***
12.2.1.3.A It is a basic assumption of this module that the selection, evaluation, and utilization of instructional materials and media is an integral part of the teaching/learning process. It is also assumed that a knowledge of and commitment to the judicious use of materials and media can be transmitted from curriculum consultant to interested personnel. The problem is not one of philosophy--should this be done--but one of administration--how can it best be done? This is a question for which you, as curriculum consultant, will have to find an answer. The leadership role in in-service education may be assumed by the curriculum consultant. This does not mean that you will dictate--only lead. Weber makes the following suggestions for effective leadership: 1. Possess a thorough understanding of the meaning of democratic control. 2. Have an up-to-date understanding of the nature of learning. 3. Be committed to democratic control, to an abiding faith in	12.2.1.3.A 1. Weber, C.A. "A New Look in Leadership." Audio-Visual Instruction, Vol. 1, No. 7 (1956), p. 200. 2. Erickson, Carlton W.H. Administering Instructional Media Programs. New York: The Macmillan Company, 1968, p. 119. 3. Module Element 12.1	

12.2.1.3.A (continued)

people, to the desirability of orderly change, and to the belief that leaders should be parts of groups, not external to them.

4. Approach problems in the inverse order of likelihood for precipitating controversy. Assume responsibility for guidance so that aspects of problems least likely to produce strong disagreements are attacked first, more controversial phases last.

5. Be skillful in making inquiry; analyzing situations; discovering attitudes, beliefs, and commitments of members of the group; discovering facts and information; mobilizing facts; and utilizing abilities of group members.

6. Seek to develop teamwork rather than compromise.

7. Guarantee that all persons involved have direct rights to participate in planning in direct proportion to their ability to foresee consequences. Seek continuously to help each individual become increasingly able to assume important roles in planning, policy making, and control.

8. Be imaginative, and be willing to assume calculated risks.

9. Seek always to become a member of the group. The most successful leaders are those who are looked upon as "one of us."

10. Develop such attributes as friendliness and promptness.

12.2.1.3.A (continued)

11. Be mentally and physically vigorous.

12. Develop the habit of suspending judgment until the facts are in.

13. Possess uncompromising integrity.

14. Measure efficiency in terms of purposes and goals accepted by the group.

This leadership pattern is seen in the task of developing programs on the capabilities and uses of locally produced materials. Erickson offers the following plan for developing an effective program:

1. Discover needs of teachers in reaching new levels of competence with media and in terms of the needs, identify specific abilities and understandings which if developed will lead to the desired changes in behavior.

2. Identify problem-solving activities for and/or with the assembled teachers (learning experiences for teachers, taking necessary care in building group readiness to participate) both before and after the group has assembled.

3. Procure and present guides, bulletins, and necessary supplies and materials for the planned learning activity.

4. Organize the group for action, that is, organize voluntary committees or action teams under captains or chairpersons.

5. Guide the work of individuals and groups. Participate, explain, demonstrate, or arrange for this activity to be done.

12.2.1.3.A (continued)

6. Evaluate the results and plan for follow-up by questionnaires, bulletins, individual reports, and check lists.

The responsibility for making learning possible, quickly and efficiently, is yours. The actual task of learning remains with the group.

Apply this plan to the following situation, detailing your application in a written report which is comprehensive and thorough. When you have finished, submit your report to your advisor: You have been making regularly scheduled observations in the special education classrooms for several months. During this time you have observed almost no use of the bulletin boards located in the classrooms. This observation has been verified by talks with the principal and audiovisual consultant. Subsequent discussions with teachers have revealed they are aware of the problem. A need has been discovered. Now what?

12.2.1.3.B

Too often program planners are locked into "either-or" type thinking. Material will be presented either through a weekday workshop or an extension course, either through a newsletter or a demonstration, either through a role-playing experience or an interview situation. If the concept of meeting individual differences and needs is to be practiced by the curriculum consultant instead of just preached, then the individual needs, abilities, learning styles, and knowledge level of participants should be

12.2.1.3.B

1. Brown, James W., Norberg, Kenneth D., and Srygley, Sara K. Administering Educational Media: Instructional Technology and Library Services. New York: McGraw-Hill Book Company, 1972, "The Postlethwait Model of College Teaching," pp. 115-116.

2. Resource File 12.2.1.3.B
   Tanzman, Jack. "Media offers various approaches to your subject" and "Individualized instruction and media: a double payoff."

12.2.1.3.B (continued)

accommodated, rather than forcing everyone into a lock-step program. Often time, space, finances, available personnel must dictate the strategy to be used in training personnel. To develop multi-programs to meet the individual needs of all personnel is generally beyond the scope of any school district. However, a variety of strategies and techniques can be employed within most settings to allow some flexibility. In addition, the use of media, either before, during, or after programs can extend the impact, availability, and usability of many presentations. The curriculum consultant who does not practice a multi-faceted approach to planning training programs severely limits the potential of in-service teaching/learning situations.

Several varied or unusual training programs are indicated in the Resource Section. Read these and identify: the strategy(s) employed, the contribution of media. When you have finished, let yourself go--design an ideal program, assuming all facilities and support you need to implement it, which you would plan to assist teachers in developing and/or adapting materials to use with EMR children in learning math concepts. Incorporate into your plan a time schedule, materials and resource listing, and the strategies you will use. Be creative and innovative as well as thorough.

12.2.1.3.B (continued)

2. Resource File 12.2.1.3.B (continued)
   O'Donnell, C. Michael. "Assessing Innovation in New England's Schools."
   Pula, Fred John. "Teacher Education and Media: We're Winning the Battle?"

3. Frye, R.A. "Take-Home Workshops for In-Service Training." Audiovisual Instruction, 8 (May, 1963), pp. 314-315.

4. Buehler, Ronald G. "How to Help Your Teachers Use the New Media." The Nations Schools, 70 (July, 1962), pp. 41-46.

5. Grambs, Jean D. "A Materials Laboratory in Teacher Education." Journal of Teacher Education, 1 (December, 1950), pp. 302-306.

6. Hifferan. Grade Teacher, 76 (March, 1959), pp. 40, 114.

7. "How to Help Your Inexperienced Teachers Do a Better Job." School Management, 3 (December, 1959), pp. 46-56.

8. Cunningham, R.D. "Resurrecting Meaningful In-Service Training." Journal of Reading, 15 (April, 1972), pp. 485-487.

9. Gelman, Rena, and Hartung, George. "Something Different in the In-Service Education." Today's Education, Vol. 59, No. 5 (May, 1970), pp. 24-25.

12.2.1.3.B (continued)

10. Adelman, Howard S., and Feshbach, Seymour. "An Experimental Program of In-Service Teacher Education in Disadvantageous Area Schools." Education, Vol. 92, No. 1 (September-October, 1971), pp. 101-109.

11. Drew, G.M., and Madore, N. "In-Service Education." Illinois Education, 59 (April, 1971), pp. 165-167.

Competency Component: 12.2.1 To assist the trainee in planning training programs on the capabilities and uses of various forms of locally produced materials.

Behavioral Objective: 12.2.1.3 The trainee will be able to select at least two alternate methods which could be used to promote the development and use of original and adapted locally produced materials to teachers and other professional personnel.

Activity No.	*Evaluation Criteria*
12.2.1.3.A	The need for effective leadership, as well as the necessity of some plan in achieving it, are the concerns of this activity. The trainee is helped by knowing what is expected of him, and how these expectations can be translated into sound plans for action. The trainee is given a list of suggestions for effective leadership and a plan for organizing an in-service learning situation for teachers. He is then asked to apply the plan to a specific problem--the need for improvement in displays. Erickson also develops this example as follows: 3. Organization of the Learning Situation. A questionnaire is prepared by the director of media services for teachers of grades 4, 5, and 6 and sent via the school principals after consultation with them and other key supervisory personnel. The questionnaire, of course, has an interesting introductory statement and carries a drawing or two. It asks teachers if they would like to study the techniques of good bulletin-board display in order to be able to guide pupils in this work as a part of significant learning activities, to submit samples of their best displays, and to volunteer to be on a demonstration team. It also asks if teachers would prefer to meet for a discussion and planning session and when such a meeting could best be scheduled, if they would prefer to work alone by reading suitable references, and if they would rather work on another problem at a later date. The summary of such reactions will determine size of group, degree of interest, and the date of the first meeting. It is now assumed for this example that a short course of three general meetings with groups working as committees on group-determined assignments has been organized, to be taught by the media program director with the art supervisor cooperating. 4. Some Learning Experiences. The supervisor (like any good teacher) has several activities already planned (in case they are needed) and is ready to guide the planning of the group as it comes to decisions about participation. In this case it can be assumed that teachers engage in the following learning experiences: a. They study the motion picture "Better Bulletin Boards" and the filmstrip "How to Keep Your Bulletin Boards Alive"

Competency Component: 12.2.1 To assist the trainee in planning training programs on the capabilities and uses of various forms of locally produced materials.

Behavioral Objective: 12.2.1.3 The trainee will be able to select at least two alternate methods which could be used to promote the development and use of original and adapted locally produced materials to teachers and other professional personnel.

Activity No.	*Evaluation Criteria*
12.2.1.3.A (continued)	in order to find and evaluate quickly the basic principles underlying good display. b. They follow up the observation of visuals by watching a flannel-board demonstration. c. They work by subject and grade groups in formulating a sequence of headlines for a whole year of bulletin boards in the various participating schools. d. They bring in pictures and sketches of their own classroom and school corridor displays. e. They apply the principles immediately to their own classroom and school corridor displays. f. They study magazines, pamphlets, and textbooks and share their experiences by reporting to the group. g. They form committees and split up the work of writing a short illustrated handbook about bulletin-board display, which they issue in mimeographed form to be distributed to every teacher in the school system. h. Months after the experience they check off a questionnaire on the value of their efforts, and they write up descriptions of some of their best bulletin-board displays constructed since their meetings for the local media center news bulletin. Check the trainee's application against this. 80% inclusion by the trainee meets criteria.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

12.2.2 To assist the trainee in planning training programs which promote the production of teacher-made materials.

Behavioral Objectives:

12.2.2.1 The trainee will be able to direct teachers and administrators in establishing criteria for determining the feasibility and desirability of developing teacher-made materials.

12.2.2.2 The trainee will be able to determine appropriate training strategies to encourage and promote the local production and use of materials and media.

Competency Component: 12.2.2 To assist the trainee in planning training programs which promote the production of teacher-made materials.

Behavioral Objective: 12.2.2.1 The trainee will be able to direct teachers and administrators in establishing criteria for determining the feasibility and desirability of developing teacher-made materials.

Enabling Activities	*Resources*	*Comments*
12.2.2.1 Too often the best material(s) to meet a particular educational goal or instructional objective simply does not exist through the commercial market. The scope of the needed material may be too limited, the intended audience (i.e., EMR) too limited, the subject matter not important enough for widespread production, or the company may just not have produced it yet. Whatever the reason, the material needed by the classroom teacher is not commercially available. When this situation occurs, the curriculum consultant has an important contribution to make--to teachers and students as well as the profession. For an alternative to dropping the whole idea, or using no materials, does exist. Materials can and should be produced locally, and the curriculum consultant can and should do a great deal to inform, encourage, and inspire teachers on production possibilities. However, you will also have to accept some responsibility in training teachers to produce materials which are adequate to the task they are to perform and which make a genuine contribution to educational goals. A poorly planned		

12.2.2.1.

and developed 16 mm motion picture, produced because a teacher wants to make a movie, is hardly justifiable.

In this era of accountability, teachers, and those who direct them, must be accountable in the area of material development. This means some criteria must be established which allows a teacher to judge the desirability and feasibility of producing an instructional material locally.

12.2.2.1.A

Before you can direct others in determining the feasibility and desirability of developing materials locally, you must have established a set of criteria for yourself. The production of material calls for an expenditure of time, energy, and money for one or more persons. The product must justify the expenditure; whether or not it does, is often difficult to measure, for there are affective as well as cognitive gains; motivational as well as informational rewards. The evaluative process is difficult.

Resource File 12.2.2.1.A contains a taped interview between Mr. Paul Godfrey, director of media services for the Columbia Public Schools, and two SECTraC trainees. The purpose of the interview was to establish what criteria are used by this school system to determine the feasibility of developing teacher-made materials. It is a revealing interview and touches on several areas beyond the production of materials. As you listen to the tape, elicit the criteria given by Mr. Godfrey.

12.2.2.1.A

Resource File 12.2.2.1.A

Brown, J.W., and Norberg, K.D. Administering Educational Media. New York: McGraw-Hill Book Company, 1965, pp. 171-172.

Brown, J.W. Norberg, K.D., and Srygley, Sara K. Administering Educational Media: Instructional Technology and Library Services. New York: McGraw-Hill Book Company, 1972, pp. 251-273.

Baker, R.L., and Schutz, R.E. (eds.). Instructional Product Development. New York: Van Nostrand Reinhold Company, 1971, pp. 130-168 (especially 134-141).

12.2.2.1.A

Your criteria listing from the literature may take the form you find most helpful--a rating scale:

The proposed material is:
(1) absolutely necessary in meeting the objective--no other way.
(2) the best material for the objective although several other mediums could be used.
(3) one of the best materials with several other equally effective means available.

A checklist:

The proposed material is the only alternative available.

( ) yes ( ) no

12.2.2.1.A (continued)

Several authorities have tackled the problem of evaluating situations and materials to determine the desirability and feasibility of producing local materials. Review the materials in the resource section and extract from them a list of criteria which could be used by teachers and/or administrators to reach a decision on producing or not producing a given material.

Finally, as a third part of this activity, compare your list with the criteria established in the interview. If these may be described as an actual or practical situation, how things are decided, and a theoretical or ideal situation, how they should be decided, describe briefly how you are going to reconcile these two.

12.2.2.1.B

In the preceding activity you worked to establish criteria you could use to determine whether or not to produce locally a proposed material. In planning training programs to promote the efficient and effective development and use of instructional materials and media you face two problems--first how to present necessary information to enable teachers and administrators to render considered judgments on the value and practicality of producing the proposed material, and second, how to promote, encourage, and stimulate local production while insisting upon wise and judicious production decisions. Both emotional and intellectual appeals must be used; you will need to be teacher, counselor, supervisor, model, and inspiration.

12.2.2.1.B

1. Competency Component 12.1.2
2. Competency Component 11.1.3
3. Resource File 12.2.2.1.B(1)
4. Brown, James W., Lewis, Richard B., and Harcleroad, Fred F. AV Instruction: Media and Methods (4th Edition). New York: McGraw-Hill Book Company, 1973, pp. 350-372.
5. Resource File 12.2.2.1.B(2)

12.2.2.1.A (continued)

A question-answer system:

(1) Is there a need for the proposed material?

(2) Is the need crucial?

etc.

12.2.2.1.B (continued)

You have identified and studied several strategies which can be used to train teachers (see Activities under 12.1.2). Additional information is available in Module 11.1.3. Use these sources, as well as the others in the resource section and any you think appropriate, to complete the activity found in Resource File 12.2.2.1.B(2). This file contains a grid which lists eight strategies you have studied. Fill in the information which is missing from the grid.

Discuss your activity, upon completion, with your advisor.

Competency Component: 12.2.2 To assist the trainee in planning training programs which promote the production of teacher-made materials.

Behavioral Objective: 12.2.2.1 The trainee will be able to direct teachers and administrators in establishing criteria for determining the feasibility and desirability of developing teacher-made materials.

Activity No.	*Evaluation Criteria*
12.2.2.1.A	A belief in the inherent value of teacher-produced materials is not enough. There are criteria which can be established to determine the feasibility and desirability of developing teacher-made materials. This activity is designed to acquaint the trainee with both the real and ideal criteria that are and should be used in making production decisions for locally prepared materials. It is hoped to both dispel the belief that local is better--or that materials must be developed and purchased through commercial producers. The trainee is asked to complete this activity in three stages: Stage 1-- The trainee should note at least the following criteria from the taped interview with Mr. Godfrey: 1. Materials should not be produced which already exist in the system. 2. Materials should be produced by good teachers (correlation--good teachers produce materials). 3. Encouragement and support of locally produced materials vary greatly within the system as all in-service materials, except new teacher orientation which is through the principals. *4. Budget and money are the prime concerns-if there is money and facilities - go; no money or facilities - no-go--both with no priorities or rankings. *5. Development is a first-come-first-serve operation with little or no justification or evaluation. In addition the alert trainee should see that there are no criteria used to rank proposed projects, no accounting for or sharing of products, little cooperative efforts, little for facilities or development. These are all negative values. Stage 2--At least the following criteria, in a format approved by the trainee, must exist: Need - Is there an important need for instructional materials or devices? May it be satisfied only through some appropriate local production activity? Or is it likely that some already available commercially produced item would serve equally well?

Competency Component: 12.2.2 To assist the trainee in planning training programs which promote the production of teacher-made materials.

Behavioral Objective: 12.2.2.1 The trainee will be able to direct teachers and administrators in establishing criteria for determining the feasibility and desirability of developing teacher-made materials.

Activity No.	*Evaluation Criteria*
12.2.2.1.A (continued)	Suitability of content - Will the item's content be appropriate for the group for which it is intended? If the group's previous acquaintance with the subject is advanced and sophisticated, will a locally produced visualization really satisfy the need? Or might it actually contribute negatively toward achievement of goals? Is there evidence that the item, as conceived and executed, does facilitate and develop desirable reactions? Suitability of medium - Is the visualization, recording, or print presentation medium suitable for the ideas and concepts to be developed as well as for the conditions of communication (the physical environment, the psychological setting of the process) involved? Will charted relationships, rather than strictly verbal statements, be needed, for example, to simplify essentially abstract or complicated ideas? And if the communication is to be conducted for large groups rather than small groups, must such visualizations be produced as transparencies for projection rather than as small drawings or charts? Feasibility - If it is determined that the item is needed and worth producing, do local resources, staff, and facilities suggest that the production is feasible? Is there sufficient time to produce it? Can it be carried through to completion? Practicality - Is the educational return from the item likely to be sufficient (for the producer, the students, the instructor, the system) to justify the expenditure of time, effort, materials, and equipment depreciation? Stage 3--This is the most innovative and compelling phase for the trainee--the reconciliation of what is practiced with the demands of what should be done. The trainee's solutions should indicate his awareness of the problems created by budget limitations and teacher aggression with the need for wide-spread activity and thorough preparation of beneficial products.

Competency Component: 12.2.2 To assist the trainee in planning training programs which promote the production of teacher-made materials.

Behavioral Objective: 12.2.2.1 The trainee will be able to direct teachers and administrators in establishing criteria for determining the feasibility and desirability of developing teacher-made materials.

Activity No.	*Evaluation Criteria*
12.2.2.1.B	A curriculum consultant should be able to plan an effective training program on criteria for determining the feasibility and desirability of producing materials locally. Eight different strategies, or techniques, which could be used to implement the goal--to develop and to use criteria--are listed. The trainee's handling of these strategies should acquaint him with the advantages, potentials and uses of each. A completed grid is attached. The answers here are the obvious answers, not the only answers. Therefore, each trainee's product must be evaluated individually. However, his discussion should indicate his awareness of the obvious answers and the instructor should be certain the trainee does appreciate each aspect.

Competency Component: 12.2.2 To assist the trainee in planning training programs which promote the production of teacher-made materials.

Behavioral Objective: 12.2.2.2 The trainee will be able to determine appropriate training strategies to encourage and promote the local production and use of materials and media.

Enabling Activities	*Resources*	*Comments*
12.2.2.2.A The curriculum consultant must do more than accept the value of locally produced materials. With acceptance comes the responsibility for actively promoting the development and use of teacher-made instructional materials. Many ways exist to do this--through personal example, incentive awards, administrative and/or peer pressure, procedures which facilitate the acquisition of needed media and/or production services. However, in-service training programs, geared to inform and inspire the special education teacher personally, are probably the most effective single means of encouraging and promoting the local production of materials and media. In order to effectively utilize the potential of training programs, you need to know how to plan and coordinate strategies. Once the questions of what content and objectives should be taught, and the entering behavior(s) of the participants have been determined, a program must be planned and developed which provides the maximum guarantee of the learner reaching the desired terminal behavior.	12.2.2.2.A 1. Competency Component 12.1.2.1 2. Activity 12.2.2.1.B 3. Havelock, R.G. A Guide to Innovations in Education. or Resource File 8.2.3.3.A	

12.2.2.2.A (continued)

Throughout this module you have worked with many individual strategies separately. While most are fully capable of being used alone, they are most successful, for the largest number of learners, if they are used in combinations. Few strategies combine motivation, review, and information transportation, for example; or few strategies work equally effectively in the intellectual, emotional, and physical domain. Yet an understanding of psychology teaches that different individuals learn more effectively through different channels; your program should accommodate some individual needs. . Further, your ultimate goal in encouraging and promoting the original production or adaptation of materials and media is a change in behavior--an acceptance and integration of the desired change on the part of the learner. This means a cognitive understanding, a deeper emotional commitment, and the physical enactment of the behavior.

To accomplish all this, you will have to plan training programs which take into account all three areas. You need to know well as many strategies as possible so that you can use them advantageously employing them according to their capabilities, appeals, and contributions to the larger program. Activity 12.2.2.1.B helped you in this process by defining and analyzing several strategies. The same process can be used with any strategy.

Two major approaches to teaching use the same components in reverse orders. In one, a stimulant is presented which, it is hoped, leads to the need for information and practice;

12.2.2.2.A (continued)

the other offers information as a requisite, and, hopefully, leads to motivation and utilization.

You are to develop two training programs, given as your content area Building Better Bulletin Boards. You may use the strategies from Activity 12.2.2.1.B and/or any of the strategies identified in 12.1.2.1, but each program is to contain at least three strategies, and each should illustrate one of the two approaches.

Indicate for each program:

1. The approach
2. The strategy to be used and its place in the program
3. The function of the strategy
4. The major appeal of the strategy
5. The reasons for selecting this strategy as opposed to another.

Then put the three strategies together and summarize briefly the total anticipated impact of the program.

Competency Component: 12.2.2 To assist the trainee in planning training programs which promote the production of teacher-made materials.

Behavioral Objective: 12.2.2.2 The trainee will be able to direct teachers and administrators in establishing criteria for determining the feasibility of developing teacher-made materials.

Activity No.	*Evaluation Criteria*
12.2.2.2.A	The need to reach as many individuals as possible, accomodating as much as possible to their individual needs and abilities, necessitates the use of several strategies within given training program. Two major approaches--from information to motivation and use, and from inspiration to information and practice--are readily apparent and are discussed in the activity section. This activity builds upon the previous objective, requiring the trainee to develop two training programs, illustrating each of the approaches discussed, using according to the analyzed capabilities at least three strategies. Specifically, the trainee is told to develop two training programs, given as the content area Building Better Bulletin Boards. He may use the strategies from Activity 12.2.2.1.B and/or any of the strategies identified in 12.1.2.1, but each program is to contain at least three strategies, and each should illustrate one of the two approaches. He is to indicate for each program: 1. The approach 2. The strategy to be used and its place in the program 3. The function of the strategy 4. The major appeal of the strategy 5. The reasons for selecting this strategy as opposed to another Then the trainee is to put the three strategies together and summarize briefly the total anticipated impact of the program. The product produced will vary with each trainee. However, each should employ a variety of strategies; strategies should be selected on the basis of analyzed appeals, functions, and advantages, and the trainee should indicate his appreciation of the two approaches and the variety and flexibility they allow.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objectives:

12.2.3.1 The trainee will be able to plan training programs on the development of teacher-made visual instructional materials for projection.

12.2.3.2 The trainee will be able to instruct teachers and administrators in the development of locally produced audio materials.

12.2.3.3 The trainee will be able to instruct teachers and administrators in the development of teacher-made display materials.

Competency Component: 12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objective: 12.2.3.1 The trainee will be able to plan training programs on the development of teacher-made visual instructional materials for projection.

Enabling Activities	*Resources*	*Comments*
12.2.3.1 The development of original materials, and the adaptation of existing materials, is an important aspect of effective instruction. The classroom teacher, whether alone or with the assistance of a production staff and facility, must know what materials can be developed and be capable of producing those products which are necessary to the teaching/learning situation. The Special Education teacher will, in most cases, have to rely upon the curriculum consultant for information and skill development in the area of materials and media. You, in turn, will have many resources (i.e., universities and colleges, professional organizations and their publications, the IMC/RMC network) available to you and, hopefully, the support and assistance of media personnel and administrators at all levels. However, you need to know materials and media including original development and adaptation, and you should be able to plan training programs which meet faculty needs in this area.		

12.2.3.1.A

Pictures, whether of words or of things, may be projected for viewing through a variety of media. Several systems exist which are designed to project still visual; among these are the overhead projection system, the opaque projection system, the slide projection system, and filmstrip projection. When still frames are run together to produce motion another dimension is added and another system is needed. Motion pictures, whether 16mm, 8mm, or super 8mm, or whether on reels or in cassettes, constitute another projection system. Finally, many school districts provide another projection system--the video tape recorder, which brings television to the classroom.

Each projection system has its own capabilities, advantages, and limitations. And each has its own production needs. The resource section of this activity contains several references; depending upon your media background, scan, read or study all the readings. Then go to Resource File 12.2.3.1.A which contains additional summary materials and a test which you may use to measure your knowledge.

When you feel competent about your knowledge, use what you learned to answer the following questions:

1. Some systems require far less time and skill in the development of appropriate materials than others. Rank the following systems according to difficulty of material development, with most difficult #1 and simplest #6.

12.2.3.1.A

Kemp, J.E. Planning and Producing Audio-visual Materials. San Francisco: Chandler Publishing Company, 1963.

Bridges for Ideas Series
1. Overhead System
2. Basic Design and Utilization of Instructional TV
3. Production of 2 X 2 Slides
4. Local Production Techniques

Brown, James W., Lewis, Richard B., and Harcleroad, Fred F. AV Instruction: Media and Methods (4th ed.). New York: McGraw-Hill Book Company, 1973, pp. 115-143, 163-200, 237-261.

Resource File 12.2.3.1.A

12.2.3.1.A (continued)

1. (continued)

   a. Overhead projection system
   b. Opaque projection system
   c. Slide projection system
   d. Filmstrip projection system
   e. Motion picture projection system
   f. Video tape recorder system

2. Some systems are relatively more expensive to purchase and some materials more expensive to produce. Assuming the machinery cost is irrelevant, identify the two most expensive and the two least expensive materials to produce.

3. Some systems are more versatile than others and offer the teacher/learner a variety of uses and experiences in producing materials to use with them. Rank the systems according to their probable number of uses and frequency of use in the classroom.

   a. Overhead projection system
   b. Opaque projection system
   c. Slide projection system
   d. Filmstrip projection system
   e. Motion picture projection system
   f. Video tape recorder system

4. Some systems may be used, and materials produced, by teachers and students alike. This adds to the versatility of the system. Identify those systems where students and teachers could be taught to produce materials.

12.2.3.1.A (continued)

5. Assume a group of teachers had no knowledge of how to develop the materials for any system. Determine a priority ranking among the systems. Defend briefly your arrangements.

12.2.3.1.B

Material development requires two kinds of experience--an exposure and assimilation of knowledge, and an opportunity to apply what is learned in a "hands on" type of situation. Both aspects are important. Describe briefly several different strategies which could be used to present information on the development of materials for a given medium. Next describe the requirements (staff, materials, time, space) for a work session. Finally, describe any alternatives you could devise if a work session period was not available.

Competency Component: 12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objective: 12.2.3.1 The trainee will be able to plan training programs on the development of teacher-made visual instructional materials for projection.

Activity No.	*Evaluation Criteria*
12.2.3.1.A	The questions accompanying this activity were written as an attempt to guide the trainee toward criteria to use when selecting from among potential programs on projected visual material development. The resources selected allow the trainee to review or learn, as need be, the capabilities and developmental process used in preparing materials for visual projection. 1. Some systems require far less time and skill in the development of appropriate materials than others. Rank the following systems according to difficulty of material development, with most difficult #1 and simplest #6. #5 a. Overhead projection system #6 b. Opaque projection system #4 c. Slide projection system #3 d. Filmstrip projection system #1 e. Motion picture projection system #2 f. Video tape recorder system 2. Some systems are relatively more expensive to purchase and some materials more expensive to produce. Assuming the machinery cost is irrelevant, identify the two most expensive and the two least expensive materials to produce. expensive - motion picture and slides or filmstrip cheap - opaque materials and transparencies 3. Some systems are more versatile than others and offer the teacher/learner a variety of uses and experiences in producing materials to use with them. Rank the systems according to their probable number of uses and frequency of use in the classroom. #1 a. Overhead projection system #2 b. Opaque projection system #3 c. Slide projection system #5 d. Filmstrip projection system #6 e. Motion picture projection system #4 f. Video tape recorder system

Competency Component: 12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objective: 12.2.3.1 The trainee will be able to plan training programs on the development of teacher-made visual instructional materials for projection.

Activity No.	*Evaluation Criteria*
12.2.3.1.A (continued)	4. Some systems may be used, and materials produced, by teachers and students alike. This adds to the versatility of the system. Identify those systems where students and teachers could be taught to produce materials. a. b. c. d. e. f. 5. Assuming a group of teachers who had no knowledge of how to develop the materials for any system, determine a priority ranking among the systems. Define briefly your arrangements. answer - each to be evaluated by advisor
12.2.3.1.B	This activity requires the trainee to apply what he has learned in several preceding components to the problem of presentation and adaptation. Each trainee's product must be evaluated individually, but a varied, and creative use of strategies should be employed.

Competency Component: 12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objective: 12.2.3.2 The trainee will be able to instruct teachers and administrators in the development of locally produced audio materials.

Enabling Activities	*Resources*	*Comments*
12.2.3.2.A Sound plays an important part in most teaching/learning situations. In some cases it is used in addition to other sensory stimulants; sometimes it is the only channel transmitting an instructional message. The necessity for sound varies greatly with content and task--for instance, bird calls would be impossible to learn without sound, but a chemistry experiment could be conducted with no auditory symbols. However, the inclusion of sound in most situations is a valuable aid to learning. A number of media exist which use sound-either alone or with other sensory stimulants. These include: the radio, the tape recorder, disc recordings, sound motion pictures, VTR, and some sound slide or filmstrip sets. The tape recorder and the video-tape recorder, however, are the two sound systems which are likely to be used in local productions. Resource File 8.1.1.7.A(1) contains a tape presentation "Sound for Learning." Review this tape, and the references	12.2.3.2.A 1. Resource File 8.1.1.7.A(1) - Tape presentation "Sound for Learning." 2. Brown, James W., Lewis, Richard B., and Harcleroad, Fred F. AV Instruction: Media and Methods (4th ed.). New York: McGraw-Hill Book Company, 1973, pp. 325-359. 3. Wittich, and Schuller. "Classroom Use of Radio" and "Classroom Recorders." From Audio-Visual Materials. New York: Harper and Brothers, 1953, pp. 253-311. 4. Sloan, R. "The Tape Recorder." Bridges for Ideas Series. Austin: University of Texas, Visual Instruction Bureau, Division of Extension.	

cited until you can discuss the capabilities of audio materials with your advisor.

One of the distinct advantages of locally produced audio materials is the flexibility of the medium--its ability to either reach large groups or individualize instruction. In a written paragraph, describe how you could use audio materials, in a training program, to present to a large group and one person. Plan a program on the production of audio materials, using audio materials for instruction and capitalizing on their capabilities as well as you can. Prepare samples of the audio you have planned. Critique your own planning and presentation--including problems inherent to the medium as well as problems you encountered. Submit the entire exercise to your SECTraC advisor for discussion.

Competency Component: 12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objective: 12.2.3.2 The trainee will be able to instruct teachers and administrators in the development of locally produced audio materials.

Activity No.	*Evaluation Criteria*
12.2.3.2.A	Audio materials are important resources in every classroom. Teachers who are not aware of the contributions audios can make miss a valuable instructional tool. While many audio systems exist--i.e., sound motion pictures, sound slide and filmstrip projectors, etc., the media which teachers will use when producing materials locally are the video-tape recorder and the tape recorder. Resources and references are given the trainee in this activity which will acquaint him with the capabilities and uses of audio materials in the classroom. It is hoped that this information will help him in his own exploration of the potential of audio material. More specifically, he is asked to use this knowledge in his own teaching/learning situation--the planning of training programs. The following tasks are to be completed: 1. A written paragraph describing the use of audio materials for large groups and individual use. Within this context the trainee should recognize the capability of recordings to amplify sound when necessary, making a mechanically controlled adaptation of original noise available to large groups. Sound can also be controlled and reduced through recording so that volume, either through dialing or head phones, is accessible to only one person. Sound which has been preserved can be duplicated as many times as necessary--so each person can proceed individually according to his own needs and abilities. Presentations which use recorded sound may reuse the recording many times in a variety of situations, contexts, or times. Multiple recordings allow for a great variety of materials otherwise unavailable. Recordings bring a simultaneous stimulant to all members of a group. 2. A written plan for a program on the production of audio materials. This plan should include the use of audio materials in the instructional scheme and the product should reflect the trainee's appreciation and utilization of sound materials for instruction. 3. Samples of the audio materials--mainly an application to be sure the trainee can produce materials.

Competency Component: 12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objective: 12.2.3.2 The trainee will be able to instruct teachers and administrators in the development of locally produced audio materials.

Activity No.	*Evaluation Criteria*
12.2.3.2.A (continued)	4. A written critique, by the trainee, of his planning and the presentation. This should include: (1) a rationale for using the media (2) an analysis of the use of the media (3) an awareness of the strengths of the presentation and weaknesses--including those that are human problems and those that are inherent in the media.

Competency Component: 12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objective: 12.2.3.3 The trainee will be able to instruct teachers and administrators in the development of teacher-made display materials.

Enabling Activities	*Resources*	*Comments*
12.2.3.3 Teachers and administrators can and should use a great variety of display materials. There are many variables involved in developing displays, including a variety of display surfaces, selecting suitable materials, and material adaptation and preservation, as well as the principles of design as they apply. Because displays can be used to meet so many instructional needs--as motivators, reinforcers, reviews, mneumonics, information sources, introductions, and even testing--they are important. Therefore, the curriculum consultant should be able to plan training programs designed to instruct professional personnel in the local development of displays and appropriate materials. 12.2.3.3.A Resource File 12.2.3.3.A contains a publication, developed by Theresa Goodrich, titled "Planning a Workshop." It was produced to train teachers and consultants in the preparation and presentation of in-service workshops. It should be very helpful to you in two ways--as an example of		

Behavioral Objective 12.2.3.3 Continued:

12.2.3.3.A (continued)

an in-service effort and as a source of information on how to plan workshops. Complete Activity #1, Activity #2 and the Topics for Discussion Section.

12.2.3.3.B

Use the material you studied in 12.2.3.3.A to develop a flow chart you could use to help you plan a workshop.

12.2.3.3.B

Activity 12.2.3.3.A

Competency Component: 12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objective: 12.2.3.3 The trainee will be able to instruct teachers and administrators in the development of teacher-made display materials.

Activity No.	*Evaluation Criteria*
12.2.3.3.B	The advantage of flow charting is that it allows for a visual, or graphic representation of a process. In this activity, the trainee is working with the planning and preparation of an effective workshop. The exact times used will vary with each trainee; however, the product (flow chart) should exhibit the following characteristics which serve as criteria for this activity: 1. The flow chart is directional, working from a commencement date to a completion date. 2. The chart employs visual and graphic symbols which make written commentary unnecessary for comprehension. 3. The chart takes into account all the factors discussed in the given resource (Planning a Workshop), both for the planning and preparation stages. Included must be personnel, resources, and administrative information necessary for success. 4. The chart should offer preferrable and alternative plans, allowing for unforeseen and unavoidable problems with enough time and resources allowed, and the flexibility to planning, to still permit successful completion by the established date.

Competency Component: 12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objective: 12.2.3.4 The trainee will be able to plan programs on the development and procurement of realia.

Enabling Activities	*Resources*	*Comments*
12.2.3.4.A The value of real things in the learning situation is obvious--they require the least amount of learner transfer. Models of real things provide additional advantages--such as showing internal organization, the working parts, making rare or perishable things accessible, and so forth. Teachers need to know where and how to procure realia. Resource File 12.2.3.4.A contains a copy of the government publication Beautiful Junk. From this and the other resources listed in the Resource Section, compile a master list of sources and types of materials teachers could use in Special Education classrooms. Translate this information into a letter to be sent out under your name describing a program which you have developed on procuring realia for use in the classroom.	12.2.3.4.A Resource File 12.2.3.4.A, containing: Warner, Dianne, and Quill, Jeanne. Beautiful Junk: Washington, D.C.: Project HEAD START, Office of Child Development, U.S. Department of Health, Education, and Welfare, 1969. Madden, Peter C. "Exploring and Exploiting Your Community." Learning, (May, 1973), pp. 6-11. McCord, Sue. Trash to Treasure. Materials list: useful list of classroom items that can be scrounged or purchased. (See Resource File 8.2.1.2.A for all of the above)	
12.2.3.4.B Real things may be used in their original state or they may be preserved. The preservation of materials	12.2.3.4.B Wittich and Schuller. Audio-Visual Materials. New York: Harper and Brothers, 1953, pp. 195-230.	

12.2.3.4.B (continued)

which were never intended for classroom use can extend the life, or make available, many materials which would otherwise be unsuitable. Many materials can be preserved, whether flat or three-dimensional, if it is worth the time and expense.

Although not real things, models of real things are included here because they are made to duplicate the real object. The changes made between models and real objects are usually made to make a better and more usable instructional material--for example, size may be reduced, internal functions may be shown, details may be eliminated or rare and/or valuable objects may be duplicated.

Suggest three strategies which would be useful when instructing on the preservation of realia, or the development of appropriate models.

12.2.3.4.B (continued)

Meeks, Martha F. Models for Teaching. Austin: The Visual Instruction Bureau, Division of Extension, The University of Texas, 1956, pp. 4-18.

Brown, James W., Lewis, Richard B., and Harcleroad, Fred F. AV Instruction: Media and Methods. New York: McGraw-Hill Book Company, 1969, pp. 361-386.

Competency Component: 12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objective: 12.2.3.4 The trainee will be able to plan programs on the development and procurement of realia.

Activity No.	*Evaluation Criteria*
12.2.3.4.A	The resources necessary to compile an efficient list of possible sources for the many types of materials which can be used by Special Education Teachers are available to the trainee in Resource File 12.2.3.4.A. The trainee would be able to list at least 40 types of materials (i.e., scraps and salvage ends of carpeting) and at least 20 sources (i.e., the local carpeting store). The second part of this activity is to help the trainee translate this knowledge into a practical application. His letter, for example, to the carpet store, should include a description of the kinds of materials appropriate and needed in the classroom, a justification for their use, and an appeal which would be effective when dealing with someone in a position to donate these materials.
12.2.3.4.B	The need for real things is equaled in the classroom, by the need for things which can be handled, used, manipulated. Often real things are too large, too complicated, too expensive, or too rare, for example, to be used in the regular wear and tear school room. Teachers and consultants should be familiar with the ways and means of preserving materials so that they may be adapted for schoolroom use. In addition, the consultant must be aware of not only what can be done, but how it can most effectively be presented and exposed to encourage adaptation by the teachers he serves. This activity is designed to help the consultant use his knowledge of models and preserved materials in his work with teachers. It is suggested that he identify three strategies which could be useful when instruction on the use is deemed advisable. Of course there are many possible uses and the consultant identifies any of those. Suggested inclusions would be: 1. by example 2. by the inquiry method, making both materials and himself available and waiting for teachers to use both. 3. By exposition, either through in-service demonstrations, televised instruction, lecture, etc. 4. By group work with an experienced leader or team-leader who uses these techniques.

Competency Component: 12.2.3 To assist the trainee in planning training programs on the development and production of locally produced materials.

Behavioral Objective: 12.2.3.4 The trainee will be able to plan programs on the development and procurement of realia.

Activity No.	*Evaluation Criteria*
12.2.3.4.B (continued)	The trainees lists will vary. However, any complete selection of three strategies will include some or all of the above strategies in some form. The appropriateness of the strategy must be judged on an individual basis by the instructor. It might also be suggested that creativity and some insight and/or sensitivity to the learning styles and needs of practicing teachers might be other valid criteria.